

PREPUBLICATION COPY

GRADE

1

ReadyGEN 

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Dear ReadyGEN Teachers,

Welcome to your third delivery of *ReadyGEN* materials. This delivery includes the materials you need to teach the second half of the year.

As the school year progresses, we encourage you to visit **PearsonSchool.com/NYCRadyGEN**. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials. In addition, you will find new resources, such as P. David Pearson and Elfrieda “Freddy” Hiebert’s white paper on vocabulary, and important documents to help you keep your materials organized, such as the “*ReadyGEN* Delivery Checklist.”

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Text Collection, Units 4–6
These are in final form and will be used for the remainder of the year and into the future.
- Reader’s and Writer’s Journal, Units 1–6
While you received Units 1–3 in previous deliveries, the enclosed Journal includes the complete set of all units in final format.

Teacher Materials

- Teacher’s Guide (*prepublication format*), Units 4–6
These will be replaced in June with the final versions.
- Reader’s and Writer’s Journal Teacher’s Guide, Units 1–6
This is the complete Teacher’s Guide of all six units.
- Scaffolded Strategies Handbook (*prepublication format*), Units 4–6
This will be replaced in June with the final version.

At this point you may wonder what materials to keep from prior deliveries. The followings materials can be replaced:

- The Start of Year Student Materials can be replaced. However, it is important to note that your students’ work from the first half of the year is recorded in the original Start of the Year journal for Unit 1. You may want to keep these versions on hand for a year-long view of student progress.
- The Reader’s and Writer’s Journal (Units 2 and 3) can be replaced by the final version included in this delivery. However, the record of your students’ work will be found in your previous versions. You may want to keep these on hand for a year-long view of student progress.

Sincerely,
The *ReadyGEN* Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,
Sharon Vaughn
University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.



This unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld

What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3)* and *Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with *ReadyGEN*, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 4

Planting for the Future



MODULE A	Common Core Lesson Launch	1–9
	Lessons 1–13	10–139
	Performance-Based Assessment (Narrative)	140–147

TEXT SET



ANCHOR TEXT
Miss Rumphius



SUPPORTING TEXT
The Family Tree



SLEUTH
“A Mentor for James”
“Let’s Build a Park!”

MODULE B	Common Core Lesson Launch	148–157
	Lessons 1–12	158–277
	Performance-Based Assessment (Expository)	278–285

TEXT SET



ANCHOR TEXT
The Life Cycle of an Apple Tree



SUPPORTING TEXT
How a Seed Grows



SLEUTH
“The Best Neighbor Ever”

UNIT 4	Common Core Teacher Resources	
	End-of-Unit Assessment	TR2–TR19
	Routines	TR20–TR67
	Graphic Organizers	TR68–TR82
	Text Complexity Rubrics	TR83–TR86
	Leveled Text Instructional Plans	TR89–TR98

Assessment

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Now have students prepare their publications and presentations in the *Reader's and Writer's Journal*, p. 199, using their work from Lessons 12–15. Have them cut out photos, graphs, maps, charts, and other visuals and create layouts by hand.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

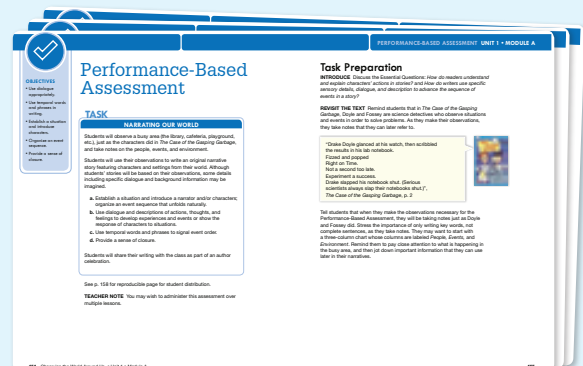
Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

UNIT 4 • MODULE A Continue the Story

TASK: Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her aunt. Their narrative will include two or more sequenced events, descriptive details about sequenced events, temporal words to signal event order, a sense of closure, and correctly used verbs.

UNIT 4 • MODULE B Steps in a Sequence

TASK: Children will use the information and features found in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to create their own book that includes at least three steps that show how a seed grows. Children will introduce a topic, write the steps from seed to plant, supply some facts about the topic, use temporal words to demonstrate the sequence, and draw detailed pictures and diagrams.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Generations

Enduring Understandings

- **Readers** understand who is telling a story and how that shapes the story.
- **Writers** understand that narratives contain characters and sequenced events.
- **Learners** will explore content to understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do **readers** identify who is telling a story?

How do **writers** create narratives with sequenced events and a sense of closure?

MODULE GOALS

Readers will identify who is telling a story.

Writers will compose a narrative with details and a sequence of events.

EXPLORE CONTENT **Learners** will explore content to understand how traditions and lessons are passed on from generation to generation.

Text Set

ANCHOR TEXT



Miss Rumphius
Lexile 680L
Literary Text

SUPPORTING TEXT



The Family Tree
Lexile AD480L
Literary Text

SLEUTH



"A Mentor for James"
"Let's Build a Park!"



PERFORMANCE-BASED WRITING ASSESSMENT

CONTINUE THE STORY

Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her aunt.

Their narrative will include two or more sequenced events, descriptive details about sequenced events, temporal words to signal event order, a sense of closure, and correctly used verbs.

TARGET STANDARDS



Common Core Learning Standard W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Vocabulary to Unlock Text

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to www.PearsonSchool.com/NYCReadyGEN to read more about generative vocabulary instruction in *ReadyGEN*.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



ANCHOR TEXT *Miss Rumphius*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
great-aunt		great-grandmother, uncle	<i>Character</i>
stories	history	tales, yarns, narratives	<i>Plot</i>
sea		water, ocean	<i>Setting</i>
faraway		distant	<i>Setting</i>
beautiful	beauty	lovely, gorgeous, delightful, appealing	<i>Big Ideas</i>
deserts		dry, desolate, wilderness	<i>Setting</i>
camel			<i>Plot</i>
planted	implant, transplant	seeded, sowed	<i>Action or Movement</i>
seeds	seeded, seedless	grains, origins	<i>Plot</i>
bloomed		flowered, blossomed	<i>Action or Movement</i>
curious	curiosity	inquisitive, nosy	<i>Character</i>
invites	invitation	asks, bids, beckons	<i>Action or Movement</i>
grown	grow, growth, grower	mature, adult	<i>Character</i>
hillsides		mountains	<i>Plot</i>
difficult	difficulty	hard, tough, challenging, puzzling	<i>Big Ideas</i>

Vocabulary to Unlock Text

SUPPORTING TEXT *The Family Tree*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

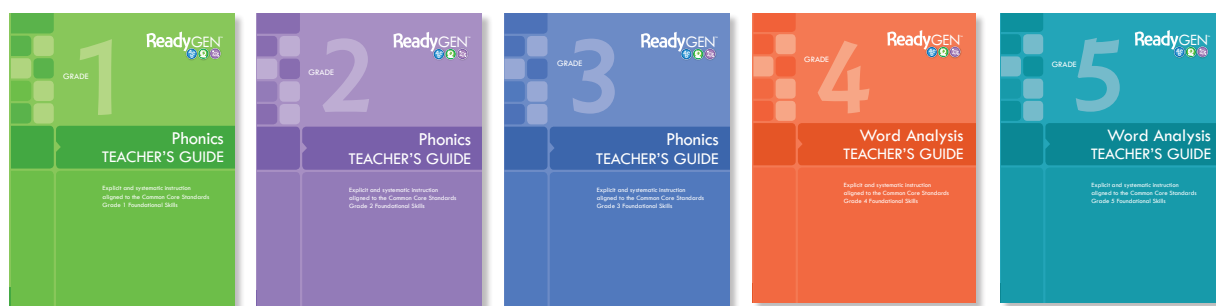
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
chopped		cut, hacked, sawed	<i>Action or Movement</i>
crops		harvest, plants	<i>Plot</i>
years	yearly	days, months	<i>Plot</i>
widen	wide, wider	expand, broaden, lengthen	<i>Action or Movement</i>
protested	protester	disagreed, disapproved, objected, complained	<i>Action or Movement</i>
assistance	assist, assistant	help, aid, support	<i>Big Ideas</i>
plan	planner, planned	design, project, plot	<i>Big Ideas</i>

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.



Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 10–19

READ Trade Book pp. 4–11
Miss Rumphius

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS The author uses details and pictures to tell what kind of girl Alice is.

LESSON 2

Teacher's Guide, pp. 20–29

READ Trade Book pp. 9–19
Miss Rumphius

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers use dialogue, details, and pictures to show relationships between characters.

LESSON 6

Teacher's Guide, pp. 60–69

READ Trade Book pp. 9–18
Miss Rumphius

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers use temporal words to signal event order.

LESSON 7

Teacher's Guide, pp. 70–79

READ Trade Book entire book
Miss Rumphius

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers express opinions.

LESSON 11

Teacher's Guide, pp. 110–119

READ Text Collection pp. 4–41
The Family Tree

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers respond to questions and suggestions from peers to strengthen writing.

LESSON 12

Teacher's Guide, pp. 120–129

COMPARE
• *Miss Rumphius*
• *The Family Tree*

READING FOCUS Learners understand that how people choose to use their resources can help them get what they want and need.

WRITING FOCUS Writers give reasons for their opinions.

LESSON 3

Teacher's Guide, pp. 30–39

READ Trade Book pp. 9–19
Miss Rumphius

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS A narrative has characters, a setting, and events in a plot.

LESSON 4

Teacher's Guide, pp. 40–49

READ Trade Book pp. 18–27
Miss Rumphius

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers tell about events using words and pictures.

LESSON 5

Teacher's Guide, pp. 50–59

READ Trade Book pp. 28–31
Miss Rumphius

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers use details in words and pictures to develop events.

LESSON 8

Teacher's Guide, pp. 80–89

READ Text Collection pp. 4–41
The Family Tree

READING FOCUS Readers understand who is telling a story and how that shapes the story.

WRITING FOCUS Writers recount several sequenced events.

LESSON 9

Teacher's Guide, pp. 90–99

READ Text Collection pp. 4–21
The Family Tree

READING FOCUS Writers understand that narratives contain characters and sequenced events.

WRITING FOCUS Writers focus on a topic.

LESSON 10

Teacher's Guide, pp. 100–109

READ Text Collection pp. 22–41
The Family Tree

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers add descriptive details about events to strengthen writing.

LESSON 13

Teacher's Guide, pp. 130–139

COMPARE

- *Miss Rumphius*
- *The Family Tree*

READING FOCUS Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

WRITING FOCUS Writers publish their writing.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 140–147

CONTINUE THE STORY

Children will recall what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her aunt. Their narrative will include two or more sequenced events, descriptive details about sequenced events, temporal words to signal event order, a sense of closure, and correctly used verbs.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- Who are the characters? What happens first, next, and last?
- What is the central message of the story?

CRAFT AND STRUCTURE

- How do the words in the story help you understand the characters' feelings?
- Who is telling the story?

INTEGRATION OF IDEAS

- How do the illustrations help you understand what happens?
- How are the characters in this text like characters in another text you have read? How are they different?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main topic of the text? How do key details support the topic?
- How are two people or ideas in the text connected to each other?

CRAFT AND STRUCTURE

- What words were important to understanding this text?
- What text features are used in the text? How do they help you find information?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text the same as or different from other texts you've read on the same topic?

See the Independent Reading Routine on pp. TR40–TR43.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Talk one at a time.
- Listen to others with care.
- Build on the ideas of other children by responding to what they say.
- Talk about the topic and texts under discussion.
- Ask questions if you don't understand what someone said or if you want to know more.

See the Text Club Routine on pp. TR44–TR47.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding: *Readers understand who is telling a story and how that shapes the story.* As you build your Text Club library, consider using the texts below.

Planting a Rainbow

by Lois Ehlert
Literary Text
Lexile 170L

The Ugly Vegetables

by Grace Lin
Literary Text
Lexile 390L

The Garden of Happiness

by Erika Tamar
Literary Text
Lexile 590L

Cherry Pies and Lullabies

by Lynn Reiser
Literary Text
Lexile 260L

The Wednesday Surprise

by Eve Bunting
Literary Text
Lexile 540L

Small Group Center Ideas

During Small Group instruction in ReadyGEN, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand who is telling a story and how that shapes the story.

CENTER TASKS

- Have children draw the cover of a book they have read in which the person telling the story is one of the characters in the book. Then have children find and write words from the story that helped them understand who was telling it.
- Have children draw and write the name of a character who is telling the story in a book that they have read. Then have children draw and write the name of another character in the story and tell how the two characters are connected.
- Have children write a word or two on a card that describes a character who is telling the story in an independent reading book. On the back, children write why they chose that word.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that narratives contain characters and sequenced events.

CENTER TASKS

- Have children draw three pictures: one each from the beginning, middle, and end of a scene they create about two friends who plant a garden. Children should write a sentence that tells what happens in each picture.
- Have children write about a character from an independent reading book. On one side of an index card, children write something the character says and does. On the back of the card, children write what the character's words and actions tell them about the character.
- Have children draw and label scenes on large index cards from the beginning, middle, and end of either *Miss Rumphius* or *The Family Tree*. Then have them exchange their cards with a partner and put their partner's cards in the correct order.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that narratives contain characters and sequenced events.

CENTER TASKS

- Have children draw a picture of a character from *Miss Rumphius* or *The Family Tree*. Children label the picture with as many words as they can think of to describe that character.
- Have children write a list of the time sequence words they find in an independent reading book. Children should add any words not already included to the class word wall.
- Have children keep a “character description” list. As they read books during independent reading time, have children keep a list of interesting words used to describe characters and their actions.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.

CONTENT CONNECTION

Families have beliefs, customs, and traditions, which they pass on to other generations.

CENTER TASKS

- Have partners tell each other about an important life lesson they have learned from a parent or grandparent. Then have children write a sentence or two telling about the lesson their partner has learned and why it is important.
- Have children use books or online resources to research a tradition or custom that is passed down from generation to generation in their family. Tell them to create a poster describing the tradition.
- Have children write a note to a parent or grandparent asking them to tell about a lesson they learned from a parent or grandparent.

LESSON

1

LESSON 1 OBJECTIVE

Identify and understand characters in a story.



READING OBJECTIVES

Identify characters and the narrator.



Answer questions with text-based evidence during a close reading.



See Text Complexity Rubrics on pp. TR83–TR86.

Read Anchor Text

Build Understanding

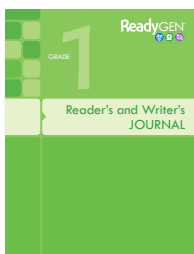
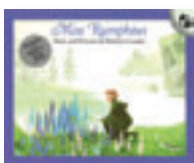
INTRODUCE Explain that today children will begin reading a new book titled *Miss Rumphius*. They will focus today on the characters in the book and the details the author gives about the characters. Remind children that the narrator, the person telling the story, is a character. As they listen to the first pages, have children focus on the Enduring Understanding: *Readers understand who is telling a story and how that shapes the story.*

LESSON 1 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children look at the cover of *Miss Rumphius*. Ask who they think is pictured in the illustration. Ask children what they can tell about Miss Rumphius from that one picture. Explain that as they read, they will learn more about the character. They will also focus on understanding and answering these Essential Questions during this module: *How do readers identify who is telling a story?* and *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD PP. 4–11 Tell children that as you read they should listen to get the main idea of the story but also to find out who is telling the story and who the story is about. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- Who is the story about?
- What did you learn about her?
- What questions do you have?

Have children use p. 181 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on p. 4 of *Miss Rumphius*. Use the following questions to lead the discussion.

- Look at page 4. At the end of the first paragraph, the text says, “I know. She is my great-aunt, and she told me so.” What is a great-aunt? (your mom’s or dad’s aunt) Who is saying this? (the narrator) Look at the illustration. Who do you think that girl is? (the narrator) Why do you think her arm is stretched out like that? (Possible responses: She is pointing to the Lupine Lady’s house. She is starting the story.) **Craft and Structure**
- **BY-THE-WAY WORDS** A lupine is a flower. How does the author help you understand what a lupine looks like? (She includes pictures of the flowers. She writes that they are “blue and purple and rose-colored.”)
- How is the narrator connected to the Lupine Lady? (The Lupine Lady is the narrator’s great-aunt.) **Key Ideas and Details**
- The second paragraph begins, “Once upon a time she was a little girl named Alice, who lived in a city by the sea.” Who is the little girl? (She is the Lupine Lady/Miss Rumphius.) Why do you think the author uses the words “once upon a time”? (Possible response: It sounds like a story. It tells you that it happened a long time ago.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Masts are the parts of sailing ships that hold the sails. Bristles are short whiskers. Why do you think the author calls them “bristling masts”? (All the parts that stick out look like little whiskers from far away.)
- Who in Alice’s family first came to America? How did he get here? (Her grandfather came long ago on a large sailing ship.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

STRUCTURE Children may need additional support to understand that the narrator is telling the story she has heard from her great-aunt. She is telling about her great-aunt’s life, not her own.

STRATEGIC SUPPORT

CHARACTERS If children have difficulty understanding that the narrator is not the same person as the girl on the stoop, point out differences between them in the illustrations. Connect the narrator to modern times and Alice on the stoop to long ago.

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts.

Ask and answer questions about key details in a text.



BENCHMARK VOCABULARY

- great-aunt, p. 4
- stories, p. 9

Focused Reading Instruction

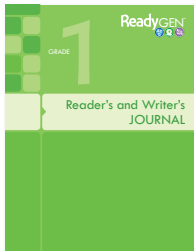
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Miss Rumphius*, pp. 4–9, with the words *great-aunt* and *stories*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, the meaning of *great-aunt*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *stories*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 183 in their *Reader's and Writer's Journals*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 4–5 to discuss the shift in the story between the first and second paragraphs. Pose the following question to children: *How do you know the time of the story changes from the present to a long time ago?* Use the **Whole Class Discussion Routine** on pages TR24–TR27.

Remind children that a group conversation is not each person in the group saying one thing. A conversation is a back-and-forth process that can include multiple exchanges. During a group discussion, children should listen and respond to the comments and ideas their classmates share.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *What do you think we will learn about Miss Rumphius as the story continues? Why do you think so?* (Possible responses: I think we will find out why she is called the Lupine Lady because there are lupines on the cover. I think we will find out how she does the three things because she has started to do them.)



See **Routines** on pp. TR20–TR67.

Reading Analysis

ASK AND ANSWER QUESTIONS Remind children that asking and answering questions about a story is a good way to help themselves understand what they read.

CITE TEXT EVIDENCE Have children look at pp. 4–11 as you ask and help them answer questions about the characters and settings. Write details about characters, including the narrator, on one side of a T-chart and details about settings on the other side.

- Look at pages 4–5. Who is the story about? (Alice) What do we know so far about Alice? (She was a little girl a long time ago. She lived in a city by the sea.) Who is telling the story? (Alice's great-niece)
- Now look at pages 6–9. Who is another character? (Alice's grandfather) What do we know about him? (He is an artist. He tells Alice she must do something to make the world more beautiful.) Where do Alice and her grandfather live? (in her grandfather's house)
- Turn to page 11. What is the setting now? (It is the library where Alice goes to work as a grown-up. It is in a city far away from the sea.) When Alice grows up, what do people call her? (Miss Rumphius)

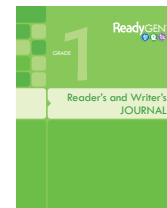
T-Chart

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Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS

Have children work independently to draw a picture to answer the question: Who is the main character? Tell children that they can draw the little girl Alice or the grown-up Miss Rumphius and write a detail about her.



WRITING IN RESPONSE TO READING Have children work independently to complete p. 185 of their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about who is telling the story. Use the **Independent Reading Routine** on pp. TR40–TR43.


INDEPENDENT


Reading Wrap-Up

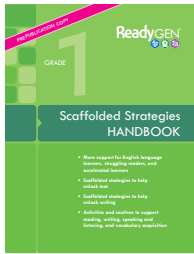


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Understand details about characters in a story.  **RL.1.3**

Answer questions about details in a text.  **RL.1.1**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify details about the characters in *Miss Rumphius*,

then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help children understand details about Alice/Miss Rumphius by reviewing the text and illustrations. Read relevant details as you point to the illustrations: *I read on page 4, “Once upon a time she was a little girl named Alice, who lived in a city by the sea.” Alice is the little girl on the steps. This is a story about her and how she grows up.* Ask children to point out details in the text about the setting. Turn to p. 9 and discuss details about this page: Alice lives with her grandfather. He tells her stories. He tells her she must do something to make the world more beautiful. Ask children to point out details about Alice and the setting. Then turn to p. 11 and help children understand that this is still Alice, but now she is a grown-up. She works in a library. People call her Miss Rumphius, which is her last name. Have children point out details in the text and illustration. Then have children draw their picture of Alice/Miss Rumphius.

CLOSE READING WORKSHOP

REVISIT *Miss Rumphius* Read aloud p. 4. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1** What clues can you find in the words and the pictures that tell you that this is a story that starts long ago? (The text says “Once upon a time.” The illustration shows a girl in old-fashioned clothes. There is a horse pulling a wagon.)
- 2** What questions do you have about this part of the story? (Possible responses: How does Alice become the Lupine Lady? Why do people call her the Lupine Lady? What else will we find out about the narrator?)

STRATEGIC SUPPORT, CONTINUED

- 3 How are the Lupine Lady, Alice, and the narrator connected? Use details from the words and the pictures to support your answer. (Possible responses: People call Alice the Lupine Lady when she is old. The narrator is Alice's great-niece.)

EXTENSIONS

MONITOR PROGRESS

If...children can identify details about the main character in *Miss Rumphius*,

then...extend the Reading Analysis lesson by having them compare and contrast young Alice with Miss Rumphius.

READING ANALYSIS

Have children share their drawings. Then have children draw another picture, this one showing young Alice if they drew Miss Rumphius in their first drawing or Miss Rumphius if they drew young Alice. Have children write sentences telling how the character stays the same as she grows up and how she changes. After children complete their drawing and sentences, have them discuss the following questions as they share their work:

- Which picture shows young Alice? Which one shows older Alice, Miss Rumphius?
- How does Alice stay the same as she grows up? (Responses will vary but should explain that she is still the same person; she still has red hair; she is still planning to do the three things.)
- How does Alice change as she grows up? (Responses will vary but should identify at least one change: she is taller, she wears adult clothes, she has a job, she lives far away from the sea, people call her Miss Rumphius.)

WRITING OBJECTIVES

Understand narrative writing and the concept of character.

W.1.3; RL.1.3

Use the verbs *is* and *was* correctly.

L.1.1.e

Writing

Narrative Writing

CHARACTERS

TEACH Explain to children that *Miss Rumphius* is a narrative text. A narrative text tells a story. It has characters, settings, and a plot. Characters are the people or animals in a story. They are who the story is about. A writer can give information about a character through details in the story and in the pictures.

The writer of the story wants the reader to understand the characters, especially the main character. The writer tells the reader details: the character's name, what the character looks like, where the character lives, how old the character is, and what the character does, says, and thinks.

Point out that the writer puts some details right into the words and pictures. Other details the reader has to figure out by thinking about what the character says, thinks, and does. Discuss the title character with children.

- Who is this book about? How do you know?
- What details does the writer tell you about Alice?
- What details does the writer show you about Alice?
- What ideas do you have about Alice? What is she like?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer gives details about Alice starting on the first pages of the story. Remind children that the Lupine Lady is the same person as Alice/Miss Rumphius.

Display pp. 4–5 and read aloud the sentences below. Point out the details the writer gives about Alice. Point out other details children can see in the illustration.

The Lupine Lady is little and old. But she has not always been that way. I know. She is my great-aunt, and she told me so. Once upon a time she was a **little girl** named **Alice**, who **lived in a city by the sea**.

The writer tells specific details about the main character: her age, her name, where she lives.

Display p. 9 and read the sentences aloud.

In the evening Alice sat on her grandfather's knee and **listened to his stories** of faraway places. When he had finished, Alice would say, "**When I grow up, I too will go to faraway places, and when I grow old, I too will live beside the sea.**"

The writer tells more about Alice. She listens to stories. She has plans for the future.

Discuss details children see in the illustration as well: Alice sitting on her grandfather's knee and listening to stories. Explain to children that they can use what they read about Alice to start thinking about what Alice is like as a person. The writer gives clues about what the character is like.

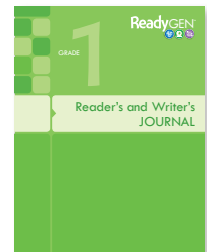
CONVENTIONS Use *is* and *was*

TEACH AND MODEL Remind children that *is* and *was* are forms of the verb *to be*. Explain that we use *is* to talk and write about something in the present. We use *was* to talk and write about something in the past.


The Lupine Lady **is** little and old.
She **is** my great-aunt.
Alice's grandfather **was** an artist.


The word *is* tells about the Lupine Lady now, in the present. She *is* old now. The word *was* tells about Alice's grandfather in the past. He *was* an artist long ago.

APPLY Ask children to offer sentences using *is* and *was*. They can tell about Alice and her grandfather or other parts of the story. Then have children copy from the board one sentence with *is* and one sentence with *was*. Have children write their own sentence using *is*. For further practice, have children do the Lesson 1 activity on p. 187 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared response to a reading task.  W.1.8

Draw a picture and write a sentence to tell about a character.  W.1.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes they will be asked to write about a character in a story. They will use details they read about the character and their own ideas to tell what they know or think about the character.

Tell children that together they will write words and sentences that describe, or tell about, Alice when she was a girl. Explain to children that they can tell details about the way Alice looks, where she lives, what she does, and what she says and thinks. They can also tell what they think about Alice.

- Turn to pp. 4–5. Ask children to tell about Alice on these pages, using the words of the text and the illustrations. Write their responses on the board.
- Continue with pp. 6–7. Ask children what new details they learn about Alice on these pages. Children might say: *Alice likes to help* or *Alice likes to paint*. Introduce character trait words, such as *helpful* and *artistic*. Use the words to describe Alice: *Alice is helpful*. *Alice is artistic*.
- Turn to pp. 8–9 and have children add additional details to the list on the board. Ask children what Alice wants to do when she grows up and when she is old. Ask children to tell how they think Alice feels about her grandfather. Point out that they can also tell what Alice does every day as a child: she gets up, washes her face, and eats porridge for breakfast. She goes to school, comes home, and does her homework. Ask if Alice does things that every child does.

Review the completed list. Ask children if they think the list shows a complete picture of Alice. Does it show everything they've learned and understand about Alice so far? Let children add any details they think are missing.

Independent Writing Practice

THINK Ask children to think about what they would tell someone else about Alice. How would they describe Alice to someone who hasn't read the story?

WRITE Have children draw a picture of Alice doing something mentioned in the story. Have them write or dictate a sentence telling about Alice. Children can write about what Alice is like, what kind of girl she is, or what she does. Have children check their sentences to make sure they have used the verbs *is* and *was* correctly.

USE TECHNOLOGY If available, have children use tablets or a computer to type their sentence.

Writing Wrap-Up



Ask volunteers to share their drawings and sentences with the class. Ask the class to tell if they hear the verb *is/was*. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

NARROW THE FOCUS Children may have trouble processing a long list of details and adjectives. Help them choose one thing they know about Alice. Ask questions to provide support: *Where does Alice live? What does Alice see? What does Alice do with her grandfather?*

STRATEGIC SUPPORT

FOCUS ON A DETAIL Help children who struggle with narrowing their focus pick one specific event or detail from the book to write about. You might suggest a concrete detail such as Alice painting for children to draw. Once their picture is complete, help children write about their picture: *Alice is an artist or Alice likes to paint.*

**LESSON 2
OBJECTIVE**

Use dialogue and other details to understand characters, relationships, and sequence of events in a story.  **RL.1.3**

**READING
OBJECTIVES**

Analyze characters.



Answer questions with text-based evidence during a close reading.



Read Anchor Text

Build Understanding

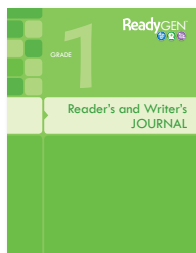
INTRODUCE Explain that today children will continue reading *Miss Rumphius*. As they read, they will learn more about the main character and what she does as a grown-up. They will understand details about her from descriptions of events and from dialogue between Miss Rumphius and others. For this lesson, help children focus on the Enduring Understanding: *Writers understand that narratives contain characters and sequenced events.*

**LESSON 2
FIRST READ**

Explore the Text

ENGAGE CHILDREN Review with children the part of *Miss Rumphius* that you read in Lesson 1. Ask children to tell who the narrator is and who the story is about. Review what they already know about Alice/Miss Rumphius. Explain that as they read more of the story today, they will find out what happens next in Miss Rumphius's life. They will continue to think about these Essential Questions: *How do readers identify who is telling a story?* and *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD PP. 9–19 Tell children that as you read they should think about what Alice/Miss Rumphius says and what she does. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- What did you read?
- What did you learn about Miss Rumphius?
- What questions do you have?

Have children use p. 181 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 2
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 6–9 of *Miss Rumphius*. Use the following questions to lead the discussion.

- Look at pp. 6–7. Who are the characters shown here? (Alice and her grandfather) How can you tell from the illustration that Alice's grandfather is an artist? (There are tools and paintings and statues.)

Craft and Structure

- **BY-THE-WAY WORDS** A *figurehead* is a carved statue on the front, or *pro*w, of a ship. Figureheads are usually women. Which statues on p. 7 are figureheads? (the two women) Why do you think the statues curve? Look at the picture of the ship on p. 6 for a hint. (They curve to fit on the ship.)
- What did Alice's grandfather paint pictures of? (sailing ships and places across the sea) What did he tell Alice stories about? (faraway places)

Key Ideas and Details

- What does Alice tell her grandfather she wants to do? (She says she wants to go to faraway places and then live beside the sea when she is old.) What does her grandfather say she must do as well? (She must do something to make the world more beautiful.) What does Alice's grandfather do to make the world more beautiful? (He paints and makes figureheads.) **Key Ideas and Details**
- How do you think her grandfather's stories and paintings connect to Alice's plan for what she wants to do when she grows up? (They make her want to see faraway places and live by the sea.) **Integration of Knowledge and Ideas**
- At the end of p. 9, how does the author let you know that a lot of time passes? (She tells the things Alice did "in the meantime" like wash, eat, go to school. She writes, "And pretty soon she was grown up.") **Craft and Structure**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

LANGUAGE Help children understand the phrase *pretty soon* at the bottom of p. 9. Explain that *pretty* here does not mean "nice looking." It means "fairly" or "quite." Replace *pretty* in the sentence and read it again. The sentence means that time passed fairly quickly, and Alice was soon grown up.

STRATEGIC SUPPORT

TEXT STRUCTURE Be sure children understand the transition between p. 9 and p. 11. Read again the bottom paragraphs on p. 9 and explain that these tell what Alice did as she grew up. When she was grown up (turn to p. 11), she set out to do the three things she had planned.

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts. L.1.6

Describe characters in a story using dialogue. RL.1.3

BENCHMARK VOCABULARY

- sea, p. 6
- faraway, p. 9
- beautiful, p. 9

Focused Reading Instruction

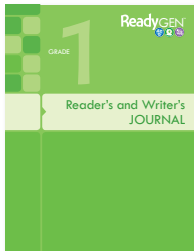
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Miss Rumphius*, pp. 6–9, with the words *sea*, *faraway*, and *beautiful*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *sea*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *faraway* and *beautiful*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 183 in their *Reader's and Writer's Journals*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 6–9 to discuss Alice's relationship with her grandfather. Pose the following questions to children: *How do you think Alice feels about her grandfather? How can you tell?* Use the **Small Group Discussion Routine** on pp. TR28–TR31.

As they work, remind children to listen to each person's ideas and to build on each other's comments. You may wish to provide a model through a think aloud, such as the following: *I remember that in a group discussion, I can add to the conversation by listening first and then building on what another person has said. I can point out another detail that I think is important. I can say that I agree with someone or I can explain why I think something different.* Monitor the group discussions. When each group has an answer to the question, bring them back together and let them share and compare their ideas.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Which one of the grandfather's paintings and statues do you like best? Why do you like it?* (Possible responses: I like the painting of the ship in the storm because it is exciting. I like the figurehead in the pink dress because she is pretty.)



See **Routines** on pp. TR20–TR67.

Language Analysis

DIALOGUE Remind children that dialogue is the words that characters speak in a story. A writer shows dialogue by using quotation marks and words like *said* and *asked*. Dialogue helps the reader understand characters.

CITE TEXT EVIDENCE Have children look at p. 9 to find examples of dialogue and make inferences about Alice and her grandfather based on what they say.

- Read the first paragraph on p. 9 as children follow along. Point out the quotation marks and the word *say*. **These are Alice's words. What does Alice say about what she wants to do?** (She says she wants to go to faraway places and live beside the sea.) **Where does Alice get her idea about what she wants to do?** (from listening to her grandfather's stories)
- Read the next line, pointing out the words *said her grandfather*. **Who says these words?** (Alice's grandfather) **Does her grandfather agree with Alice's plan? How do you know?** (He agrees. He says, "That is all very well.") Read the next two lines. **What else does her grandfather want Alice to do?** (He wants her to make the world more beautiful.) **Why do you think he wants her to do that?**
- **What does Alice say next? Does she agree with her grandfather?** (She says, "All right." She does.) **What have we learned about Alice and her grandfather from their dialogue?** (Grandfather wants Alice to help make the world a better place; Alice respects her grandfather.)

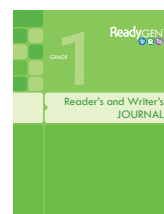
Independent Reading Practice

LANGUAGE ANALYSIS: DIALOGUE Have children work independently to draw a picture of Alice and her grandfather. Have them add a line of dialogue with something one character said or might say.

WRITING IN RESPONSE TO READING Have children complete p. 185 of their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the writer develops characters. Use the **Independent Reading Routine** on pp. TR40–TR43.




INDEPENDENT

Reading Wrap-Up



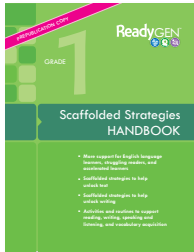
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR40–TR43.

READING OBJECTIVES

Understand dialogue.  **RL.1.3**

Demonstrate fluency through oral reading.

 **RF.1.4b**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the dialogue between characters in *Miss Rumphius*,

then...use the Language Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Display your book so that children can see it as you track print and read aloud from p. 9. Read the first paragraph on the page. Point out the quotation marks and explain that they mark dialogue, the words that characters say. Explain that on this page, Alice is having a conversation with her grandfather. Alice tells him what she wants to do when she grows up. Continue reading the page, pausing after each line of dialogue to discuss who is talking and what the character says. Help children understand that Alice wants to be like her grandfather and that her grandfather wants Alice to make the world a better place. Ask children to draw one of the characters. Then help them choose words for the character to say and complete the sentence frame: Alice/Grandfather said, “_____.”

ORAL READING

EXPRESSION Explain that reading with expression means reading with feeling, especially when reading dialogue. Have children follow along as you read aloud from *Miss Rumphius*. Model reading with expression. Place children in groups. Select a page of the text that contains dialogue, or choose another book with dialogue that is at children’s independent reading level. Have children take turns reading from the text. Encourage them to read with expression. Walk around the room to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children understand the dialogue between characters in *Miss Rumphius*,

then...extend the Language Analysis lesson by having them create a new dialogue between Alice and her grandfather.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Have children read p. 6 and look at the illustration on p. 7. Ask children to work with a partner to create a dialogue between Alice and her grandfather for this scene. Tell children they should include at least one line for each character. Have children consider these questions:

- What is Grandfather doing? What is Alice doing?
- Why is Alice helping?
- What might Grandfather say to Alice about her painting? What might Alice say in response?
- Do you think Alice likes to help? What might she say about being with her grandfather?

You may choose to have children write their dialogue or perform it for you orally.

ORAL READING

EXPRESSION Explain that reading with expression means reading with feeling, especially when reading dialogue. Have children follow along as you read aloud from *Miss Rumphius*. Model reading with expression. Place children in groups. Select a page of the text that contains dialogue, or choose another book with dialogue that is at children's independent reading level. Have children take turns reading from the text. Encourage them to read with expression. Walk around the room to monitor fluency and understanding.

WRITING OBJECTIVES

Use details to understand the theme. © W.1.3, RL.1.2

Use personal pronouns correctly. © L.1.1.d

Writing

Narrative Writing

INTRODUCE THEME

TEACH Remind children that a narrative text tells a story. It has characters, settings, and a plot. A narrative also has a big idea, or a theme. The theme of a story is an important idea the writer wants to share with the reader. The writer can help the reader understand the big idea through details about the characters and what they do.

The big idea in a story is not something that the writer states in a sentence. It is up to the reader to use details from the story and from his or her own life to figure out what the writer's big idea is. The writer hints at the big idea in different ways.

Point out that a writer can use characters and what they do and say to help explain the big idea of a story. Guide children to understand that the relationship between Alice and her grandfather is part of the big idea of *Miss Rumphius*.

- Who does Alice live with?
- What does Alice learn from her grandfather?
- Have you learned things from your grandparents or other older relatives?
- How do you think Alice feels about her grandfather? How do you know?
- What big idea do you think the author wants you to understand about Alice and her grandfather?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer gives details to show the relationship between Alice and her grandfather.

Display pp. 6–7 and read aloud the sentences below. Point out the details the writer gives about Alice. Help children infer that Alice learns about art from her grandfather and that she likes to help him. Discuss details in the illustration as well.

For Alice's grandfather was an artist. He painted pictures, too, of sailing ships and places across the sea. When he was very busy, Alice helped him put in the skies.

The writer tells and shows the relationship between Alice and her grandfather.

Display pp. 8–9. Remind children that Alice listens to her grandfather's stories about faraway places. She has said she also wants to live in faraway places and by the sea. Then read the sentences below aloud.

"That is all very well, little Alice," said her grandfather, "but there is a third thing you must do."

"What is that?" asked Alice.

"You must do something to make the world more beautiful," said her grandfather.

"All right," said Alice.

The dialogue gives more details about the relationship. It shows that being with her grandfather helps Alice decide what to do when she grows up. It shows that Grandfather has important ideas to share with Alice.

Discuss details in the illustration. Point out Grandfather's paintings on the walls and ask children what Alice might think about the paintings. Ask: [How have the paintings and the stories shaped what Alice wants to do with her own life?](#)

CONVENTIONS Use Pronouns

TEACH AND MODEL Remind children that pronouns take the place of nouns in a sentence. In a sentence about Alice, the writer can replace *Alice* with *she*. In a sentence about Alice's grandfather, the writer can replace *grandfather* with *he*. The pronoun *they* replaces the names of two or more people.

For Alice's grandfather was an artist. **He** painted pictures, too, of sailing ships and places across the sea.

In the meantime Alice got up and washed her face and ate porridge for breakfast. **She** went to school and came home and did her homework.

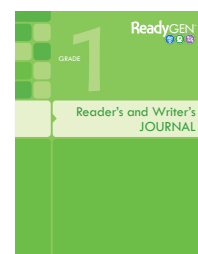
While her grandfather carved, Alice painted. **They** worked together in the shop.

He is a pronoun. It takes the place of the noun *grandfather*. The sentence still tells about Alice's grandfather.


She is also a pronoun. It takes the place of the noun *Alice*. The sentence still tells about Alice.


They tells about Grandfather and Alice.

APPLY Ask children to offer sentences using *he* and *she* to tell about Alice and her grandfather. Write the sentences on the board. Then have children copy from the board one sentence with *he* and one sentence with *she*. Have children write their own sentence using one of the pronouns. For further practice, have children do the Lesson 2 activity on p. 187 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared response to reading.  W.1.8

Draw a picture and write a sentence to tell about a relationship.  W.1.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes they will be asked to write about how an author helps the reader understand a big idea in a story. They will look back at the story to find details about the idea and the ways in which the author gives the details: in descriptions, in dialogue, and in the illustrations.

Tell children that together they will look for details that the author uses to show the relationship between Alice and her grandfather.

- Turn to pp. 6–7. Ask children to tell what they learn about Alice and her grandfather on these pages, using the words of the text and the illustrations. Prompt children to think about what Alice learns and what she does with her grandfather. Where do they think Alice learned to paint? Write their responses on the board.
- Turn to pp. 8–9 and have children add additional details to the list on the board. Review the things that Alice wants to do when she grows up. Ask children to tell where they think those ideas came from and why Alice wants to do them. Prompt children to understand that Alice is modeling her life after her grandfather's. Ask why she might do that: because she respects him, because she loves him, etc. Use the illustration for details as well. Ask children if the relationship looks like a close, loving one.
- Ask children what Grandfather says to Alice on p. 9. Discuss why he might give Alice this direction and what Grandfather himself has done to make the world more beautiful.
- Connect the relationship to the big idea that one generation can learn from another. Let children tell things they've learned from their grandparents and about their relationship with their grandparents or other older relatives.

Review the completed list. Do children think the list shows a clear picture of the relationship between Alice and her grandfather?



Independent Writing Practice

THINK Ask children to think about ways in which they learned about the relationship between Alice and her grandfather in *Miss Rumphius*.

WRITE Have children respond to this question: How does the author show the relationship between Alice and her grandfather? Children can draw a picture or dictate or write sentences for their response. Have children check their sentences to make sure they have used the pronouns *he* and *she* correctly.

USE TECHNOLOGY If available, have children use tablets or a computer to create their responses.

Writing Wrap-Up



Ask volunteers to share their drawings and/or sentences with the class. Ask the class to tell if they hear the pronoun *he* or *she*. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CONNECTION Make sure children understand the word *grandfather*. Ask children to tell if they have a grandfather. Share a story about your own grandfather to help children understand that children can learn from their grandparents or other older relatives.

STRATEGIC SUPPORT

DETAILS If children struggle to understand the prompt, remind them that the author shows readers about Alice and her grandfather in three ways: in dialogue, in descriptions of what they do, and in the illustrations.

**LESSON 3
OBJECTIVE**

Understand that characters learn and grow in a story.

**READING
OBJECTIVES**

Describe characters.



Answer questions with text-based evidence during a close reading.



Read Anchor Text

Build Understanding

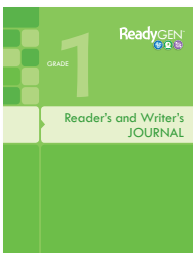
INTRODUCE Explain that today children will read parts of *Miss Rumphius* again. As they read, they will focus on Miss Rumphius and what she does when she is grown up. They will think about where she goes, what she does, who she meets, and what she learns. For this lesson, help children focus on the Enduring Understanding: *Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.*

**LESSON 3
FIRST READ**

Explore the Text

ENGAGE CHILDREN Review with children what they already know about Miss Rumphius. Page through the text up to p. 19 and ask children to tell what is happening in the illustrations. Explain that as they read the first part of the story again, they will think about how Miss Rumphius changes and how she stays the same. They will continue to think about these Essential Questions: *How do readers identify who is telling a story?* and *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD PP. 9–19 Tell children that as you read they should think about where Miss Rumphius goes and what she does. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- Where did Miss Rumphius go?
- What did she do?
- What questions do you have?

Have children use p. 181 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 3
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 12–15 of *Miss Rumphius*. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** Look at the pictures on pages 12–13. What do they show you about a *conservatory*? (It is a glass building. It is filled with plants and flowers.)
- **BY-THE-WAY WORDS** The air inside the conservatory is warm and moist and smells like flowers. Miss Rumphius says the conservatory is “almost like a tropical isle.” What do you think a *tropical* place is like? (warm, filled with flowers)
- Now look at page 15. Where is Miss Rumphius? (on a real tropical island) What else do you learn about what *tropical* means? (There are beaches, fishing villages, palm trees.) **Key Ideas and Details**
- Who does Miss Rumphius meet on the tropical island? (She meets the Bapa Raja, king of a fishing village.) Why does the Bapa Raja say to Miss Rumphius, “You will always remain in my heart”? And why does she say the same to him? (Possible response: He is pleased that she visited his village. He will always remember her. He invites her to his house to rest. He gives her coconut water and a painted shell. He is kind to her.) **Key Ideas and Details**
- Look at the illustration on page 14. What does it show you about the island? (Let children list details.) How does the picture help you understand this place is different from Miss Rumphius’s home in the city? Look back at pages 10 and 12. (Possible response: It is by the sea. It is warm. The people live in simple houses.) **Craft and Structure**
- Why do you think Miss Rumphius went to the tropical island? (Possible response: She wanted to see a real island. She wanted to start her travels to faraway places.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

LANGUAGE Explain the figurative meaning of “You will always remain in my heart” to children. Tell them it means Miss Rumphius will always remember the Bapa Raja and how kind he was to her.

STRATEGIC SUPPORT

CHARACTER Be sure children connect the tropical island to Miss Rumphius’s goals as a girl: to travel to faraway places, to live by the sea when she is old, to make the world more beautiful. She is starting her travels to faraway places.

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts. L.1.6

Describe characters in a story using key details. RL.1.3

BENCHMARK VOCABULARY

- deserts, p. 16
- camel, p. 16

Focused Reading Instruction

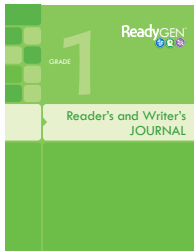
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Miss Rumphius*, p. 16, with the words *deserts* and *camel*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *deserts*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *camel*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 183 in their *Reader's and Writer's Journals*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 14–15 to discuss what Miss Rumphius might have learned during her time on the tropical island. Pose the following question to children: *What do you think Miss Rumphius learned on her visit to the tropical island? Use details from the words and the picture to talk about your ideas with your partner.* Use the **Paired Discussion Routine** on pp. TR20–TR23.

You may wish to provide a model through a think aloud, such as the following: *I read that Miss Rumphius went to an island where people kept cockatoos and monkeys as pets. I see a cockatoo, a big white bird, and the monkeys on leashes in the picture. That is one thing Miss Rumphius learned: that in some places people keep birds and monkeys as pets! I bet Miss Rumphius was surprised to see a monkey on a leash!*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Would you like to visit a tropical island like the one Miss Rumphius traveled to? Why or why not?* (Possible responses: Yes, I would like to travel to an island like that because I like to play on the beach. No, I would not like to travel to an island like that because I don't like the ocean.)



Reading Analysis

ANSWER QUESTIONS TO MAKE INFERENCES Remind children that an author doesn't give all the information about characters or ideas right in the words and pictures. Sometimes readers have to put together details from the story with what they already know to understand the character.

CITE TEXT EVIDENCE Ask questions about Miss Rumphius. Help children use the answers to understand something about Miss Rumphius.

- **What were the three things Alice the girl planned to do?** (go to faraway places, live by the sea when she is old, make the world more beautiful)
- **Look at pages 14–17. Where does Miss Rumphius go?** (She goes to faraway places: islands, mountains, jungles, and deserts.) **What happens when Miss Rumphius hurts her back?** (She decides she has seen enough faraway places and it is time to find a house by the sea.)
- **Turn to page 19. What is this place?** (It is Miss Rumphius's house by the sea.) **Why is Miss Rumphius “almost perfectly happy”?** **What does she still need to do?** (She still needs to make the world more beautiful.) **What do you understand about Miss Rumphius from talking about her?** **What is important to her?** **What does she want to do?** **What is she like?**

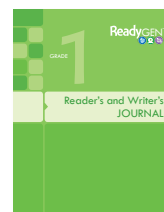
Independent Reading Practice

READING ANALYSIS: ANSWER QUESTIONS Have children work independently to draw a picture to answer this question: *What does Miss Rumphius like to do?* Ask children to write a sentence about Miss Rumphius under the picture.

WRITING IN RESPONSE TO READING Have children complete p. 185 of their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the writer develops characters. Use the **Independent Reading Routine** on pp. TR40–TR43.




INDEPENDENT


Reading Wrap-Up

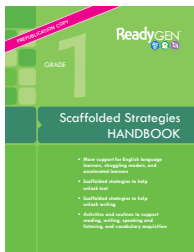


SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Answer questions about a character using details from a story.  **RL.1.3**

Use evidence from the text to answer questions.  **RL.1.1**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to answer questions about Miss Rumphius, **then...**use the Reading Analysis lesson in small group to help them understand characters.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

READING ANALYSIS

Help children answer the question: *What does Miss Rumphius like to do?* by discussing details in the story. Revisit the text with children, pointing out things Miss Rumphius does: she goes to an island, she climbs mountains, she goes through jungles and deserts, she rides a camel, she finds a house by the sea, she starts a garden. Help children choose one thing to draw and write about.

CLOSE READING WORKSHOP

SLEUTH WORK Have children read “A Mentor for James” on p. 32 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Find the part of the story that tells what happens **AFTER** James and Maria work together. How does James feel? **Why?** (He feels amazed because he finished all his math problems.)

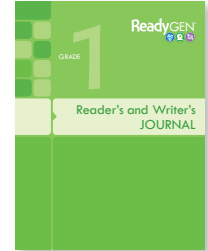
ASK QUESTIONS Have children think about things they struggle with at school. What subject would they like a mentor in? What question would they ask a mentor?

MAKE YOUR CASE Remind children that retelling a story means telling it again in your own words. To tell the story as James or Maria, they will use the word “I.”

STRATEGIC SUPPORT, CONTINUED

PROVE IT! Have children work with a partner to tell how James felt about working with a mentor at the beginning of the story and how he felt at the end. Then have them decide if having a mentor would be good or bad and to explain why they think so. Have partners share their ideas with the class. Ask children to use specific words from the passage to tell about James’s feelings.

After students discuss the Sleuth steps, direct them to pp. 188–189 of the *Reader’s and Writer’s Journal* to further explore “A Mentor for James.”



EXTENSIONS

MONITOR PROGRESS

If...children understand how to point to specific areas of the text to answer questions,

then...extend the Reading Analysis activity by having children tell about Maria and what she gains from being a mentor.

CLOSE READING WORKSHOP

As children read “A Mentor for James,” have them think about how being a mentor is good for the mentor as well as the other person. Then have them answer and discuss the following questions with a partner.

- What is James good at? (reading, writing, and soccer)
- What is Maria good at? (math)
- What words could you use to describe Maria? (nice, patient, helpful)
- What does Maria ask James to help her with? (soccer)
- Tell how the relationship between Maria and James is good for both of them. (James gets help with math and Maria gets help with soccer.)

WRITING OBJECTIVES

Understand narrative writing and the concept of character.



List details about a main character.



Use irregular past-tense verbs.



Writing

Narrative Writing

INTRODUCE NARRATIVE WRITING

TEACH Remind children that sometimes a writer writes a story, or a narrative. A **narrative** tells a story. It includes characters, a setting, and story events in a plot. The writer introduces each of these story elements to the reader through details in the story.

Explain that at the beginning of a story, the writer usually tells who the characters are and gives some information about them. The writer will give more information about the characters as the story goes along. The writer will also tell about the setting at the beginning of the story. The story events happen all through the story.

Discuss the story elements of *Miss Rumphius*.

- Who is this book about? What details do you learn about her at the beginning of the story? What else do you learn as the story goes along?
- What is the setting at the beginning of the story? Does the setting change? What are some other settings in the story?
- What happens in the story? What does Miss Rumphius do?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer introduces the character and the setting in the first pages. She continues to tell more about the character and what she does as the story unfolds.

Display pp. 4–5 and read aloud the sentences below. Point out the details the writer gives about Alice. Point out other details children can see in the illustration.

The Lupine Lady is little and old. But she has not always been that way. I know. She is my great-aunt, and she told me so.

Once upon a time she was a little girl named Alice, who lived in a city by the sea.

The writer introduces the character and the setting on the first page. The character is Alice. The setting is a city by the sea.

Display p. 11 and read the sentences aloud.

She left home and went to live in another city far from the sea and the salt air. There she worked in a library....

People called her Miss Rumphius now.

The writer tells more about the character. The setting is different here. The story events include moving to a new city and working in a library.

Point out to children that the character is still the same person—she is just grown up now and people call her Miss Rumphius instead of Alice. She has changed in some ways but stayed the same in other ways. Display a Story Sequence B graphic organizer or similar story planner. As children retell the major events of *Miss Rumphius*, record them on the Story Sequence chart. Tell children they will use a similar story planner to plan their own stories.

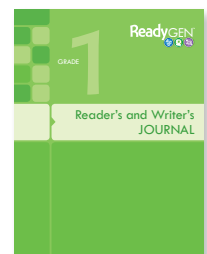
CONVENTIONS Use Irregular Past-Tense Verbs

TEACH AND MODEL Remind children that verbs tell about the action in a sentence. Verbs in the past tense tell about something that has already happened. Some past-tense verbs are easy to remember because they are the same as present tense with *-ed* added to the end. Other verbs change completely from present tense to past tense. Explain that children will have to learn and remember these verbs.


I go to school. Alice **went** to school.
I see a desert. Alice **saw** a desert.
I ride a camel. Alice **rode** a camel.

Went is the past tense of the verb **go**.
Saw is the past tense of the verb **see**.
Rode is the past tense of the verb **ride**.

APPLY Write the sentences above on the board and have volunteers read each one aloud. Circle the past-tense verb in each. Ask children to write their own sentences using the three past-tense verbs. For further practice, have children do the Lesson 3 activity on p. 187 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.7

Plan a narrative.

 W.1.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes a writing task will be to write their own story. The idea of writing a story can seem very big. Tell children that the best way to start is to plan out the story before they start writing. Remind them that a story needs characters, a setting, and events.

Tell children that in this module they will write a story about a character who passes along a life lesson, just as Alice's grandfather passed along a life lesson to her. To begin, tell children you will help them brainstorm possible characters, settings, and events for the story. List ideas on the board as children suggest them.

- **Character**—Ask children to think of characters they might like to write about. The characters can be people or animals. They can be old or young. Have children think about what life lesson the character might want to pass along.
- **Setting**—Ask children to list places a story about passing along a life lesson might take place. Should the setting be loud or quiet? Should it be a private place or a big public place? Tell children that a setting can include the place, the time of year, the weather, and the time of day.
- **Events**—Tell children their story should have at least two events. For their plan, they need only a rough idea of what the events will be. They will add more details about the events in later lessons. If children struggle to think of events, suggest familiar ones, such as doing homework, playing a game, going for a visit, etc.

Read through the lists with children and make sure everyone feels that there are enough ideas to plan a story with. If children are not satisfied, continue to brainstorm additional possibilities for each element.

Remind children that deciding who a story is about, where it takes place, and what happens in the story are the first steps in narrative writing. Display a Story Sequence B graphic organizer or similar story planner. Model planning a story by filling out the organizer with some ideas that the group has discussed. For example, in the **Characters** box you could write *Mark and his Uncle Joseph*. For **Setting** you could write *a river*. For **Events** you could write, *Mark and Uncle Joseph went out on a boat on the river*, and *Uncle Joseph taught Mark to fish*.



Independent Writing Practice

THINK Remind children that their task is to write a story about a character who passes along a life lesson to another character. Ask children to think about what they want their story to include. For their plan today, have children choose two characters, a setting, and at least two events.

WRITE Have children write a plan for their story using the Story Sequence B graphic organizer. Have children complete the **Characters**, **Setting**, and **Events** parts of the organizer with some ideas about their stories. Tell them that they only have to think of two events for the story. Remind children that the events should focus around the idea of the life lesson.

USE TECHNOLOGY If available, have children use tablets or a computer to type their plans. Have children save the plan so that they can add to it.

Writing Wrap-Up



Ask volunteers to share their plans with the class. Ask the class to repeat who the characters are and what the setting is for the story. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

PROMPT Explain the concept of “life lesson.” Tell children that a life lesson is something a younger person might learn from an older person about what to do or what is important. For example, a grandfather might tell his granddaughter to make the world more beautiful. A mother might tell her son to work hard in school.

STRATEGIC SUPPORT


NARROW THE CHOICES If children are overwhelmed by the brainstorming list, work with them one on one to discuss their own story plan. Ask guiding questions: *You need two characters. Who will the story be about? What lesson do you think one of them will pass on to the other? Where will the story take place? What’s the first thing your characters will do?*

**LESSON 4
OBJECTIVE**

Understand that word choice and sequence of events are important elements in a narrative.  **RL.1.3**

**READING
OBJECTIVES**

Focus on sensory details.  **RL.1.4**

Answer questions with text-based evidence during a close reading.  **RL.1.1**

Read Anchor Text

Build Understanding

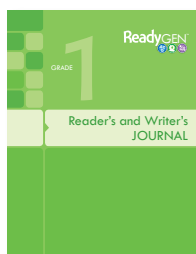
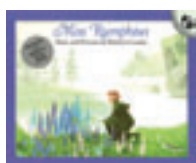
INTRODUCE Explain that today children will continue to read *Miss Rumphius*. They will learn what happens after Miss Rumphius returns to live by the sea. For this lesson, help children focus on the Enduring Understanding: *Writers understand that narratives contain characters and sequenced events.*


**LESSON 4
FIRST READ**

Explore the Text

ENGAGE CHILDREN Review the story illustrations up to p. 19. Ask children to tell the sequence of events of the story page by page. Explain that as you read the next part of the story, children will learn how Miss Rumphius decides to make the world more beautiful. Ask children if they can predict what she will do. Tell children they should also think about these Essential Questions: *How do readers identify who is telling a story?* and *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD PP. 18–27** Tell children that as you read they should think about what happens in each season of the year and about the words the author uses to describe what happens. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- Why did so many lupines bloom the next spring?
- What did Miss Rumphius do to make the world more beautiful?
- What questions do you have?

Have children use p. 182 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 4
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 18–21 of *Miss Rumphius*. Use the following questions to lead the discussion.

- **What does Miss Rumphius do in her new house?** (She watches the sun come up and go down. She starts a garden.) **Key Ideas and Details**
- **Use the words on page 18 and the picture on page 19 to describe Miss Rumphius’s house. What does it look like? What sounds do you think Miss Rumphius hears? What is the ground around the house like?** (Let children respond using details.) **Key Ideas and Details**
- **The text says “Miss Rumphius was *almost* perfectly happy.” Why is she not perfectly happy?** (She still needs to do something to make the world more beautiful.) **Does she know yet what she wants to do?** (no) **Key Ideas and Details**
- **BY-THE-WAY WORDS** On page 21, we find out what kind of flowers Miss Rumphius planted. **What are they?** (lupines) **What do they look like?** (They are blue, purple, and rose-colored. Point out that some can be seen through her window in the picture on p. 20.)
- **Why is Miss Rumphius in bed on page 20?** (She is not well. Her back hurts.) **How did she hurt her back?** (getting off a camel) **Key Ideas and Details**
- **How can you tell that time has passed? What clues does the author give you in the words and the pictures?** (The text says she was ill “the next spring.” It says she had planted the flowers “the summer before.” It says she wishes she could plant seeds “this summer.” In the picture, Miss Rumphius has gray hair. There is snow to show winter.) **Craft and Structure**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

LANGUAGE Point out the word *pretty* at the bottom of p. 18 and remind children they talked about this use of the word earlier: “pretty soon she was grown up.” Explain that *pretty* is used the same way here. “Pretty nice” means “mostly nice-looking.”

STRATEGIC SUPPORT

SEQUENCE Help children understand the passage of time by pointing out the bare fall ground on p. 19, the spring flowers on p. 20, and the winter snow on p. 21. Explain that more than a year has passed between pp. 18 and 21.

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts. L.1.6

Identify words and phrases that appeal to the senses.



BENCHMARK VOCABULARY

- planted, p. 18
- seeds, p. 18
- bloomed, p. 21

Focused Reading Instruction

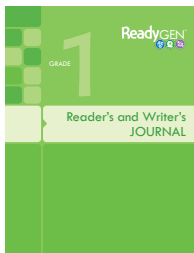
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Miss Rumphius*, pp. 18–21, with the words *planted*, *seeds*, and *bloomed*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *planted*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *seeds* and *bloomed*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 184 in their *Reader's and Writer's Journals*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations on pp. 19–21 to discuss clues they see that help them understand what season it is in each picture. Pose the following question to children: *How do the pictures help you understand what season it is? Use specific clues to explain your thinking.* Use the **Whole Class Discussion Routine** on pp. TR24–TR27.

You may wish to provide a model through a think aloud, such as the following: *When I look at Miss Rumphius's house on page 19, I see smoke coming out of the chimney. I think the air is a little cold and Miss Rumphius has a fire in the fireplace. But there is no snow on the ground and Miss Rumphius is not wearing a coat, so I don't think it is winter. What other clues can I find that help support my idea that it is fall?*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Miss Rumphius plants lupines because they are her favorite flower. If you could plant any kind of flower, what would it be? Why?* (Possible responses: I would plant roses because they smell good. I would plant sunflowers because they grow tall.)



See **Routines** on pp. TR20–TR67.

Language Analysis

WORD CHOICE Explain to children that when they read a story, it can be helpful to picture in their minds what is happening. Focusing on words that describe things can help children see a setting, a character, or an event even if there is no illustration of it. Children can look for words and phrases that tell how something looks, sounds, smells, tastes, or feels.

CITE TEXT EVIDENCE Work with children to find sensory language. Read the passages suggested below and ask children to tell words and phrases that help them see pictures of the sun and Miss Rumphius.

- Read the first sentence on p. 18. *What is the sentence about?* (the sun) *What words does the author use to describe the sun and its passage across the sky?* (cross the heavens, sparkle on the water, set in glory) *How are these words better than saying “The sun came up. It went across the sky. It went down”?*
- Read the second paragraph on p. 24. *What different words do you hear that describe what Miss Rumphius did?* (She wandered, scattered, flung, and tossed.) *How do the words help you picture Miss Rumphius?* *How is she moving?* (Let children pantomime.) *How are these descriptive words better than saying “Miss Rumphius walked around. She put seeds down”?*

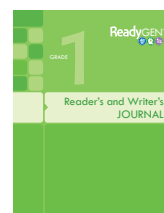
Independent Reading Practice

LANGUAGE ANALYSIS: WORD CHOICE Have children work independently to draw a picture of the sun as the author describes it on p. 18: crossing the heavens, sparkling on the water, or setting in glory. Have children use descriptive words to label the picture.

WRITING IN RESPONSE TO READING Have children complete p. 186 of their *Reader’s and Writer’s Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the narrator shapes the story. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up



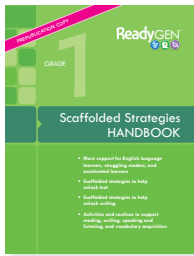
SHARE WRITTEN RESPONSES Wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Understand and use sensory language.



Demonstrate fluency through oral reading.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the sensory language in *Miss Rumphius*,

then...use the Language Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Tell children to close their eyes. Ask them to listen closely as you read and to focus on making a picture in their minds of what you are reading. Turn to p. 18 and read the first sentence, pausing after each clause to prompt children. Read: *From the porch of her new house Miss Rumphius watched the sun come up.* Say: *Can you see the sun coming up? What colors do you see? What color is the sky?* Read: *she watched it cross the heavens and sparkle on the water.* Say: *What color is the sun now? What colors do you see? What does the water of the sea look like?* Read: *she saw it set in glory in the evening.* Say: *What does a sunset look like? Why is it glorious, or wonderful? What colors do you see in your mind?* Then have children draw a picture of the sun based on what they pictured. Help them think of words to describe the sun in their picture.

ORAL READING

RATE Explain that reading at an appropriate rate means reading at just the right speed, not too fast and not too slow. Reading at the right speed keeps the reader and the listener interested. Have children follow along as you read aloud from *Miss Rumphius*. Model reading at an appropriate rate. Place children in groups. Select a portion of the text or another appropriately leveled text. Have children take turns reading from the text. Encourage them to read at an appropriate rate. Walk around the room to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children understand the sensory language in *Miss Rumphius*, **then...**extend the Language Analysis lesson by having them use descriptive language to tell about a scene in the story.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Have children look at the illustration across pp. 26–27. Ask them to work with a partner to write words to describe the scene. Have children think of words that tell how things look, sound, feel, and smell. Explain that children can write about the characters, the setting, and the events of the scene. Ask questions to prompt responses:

- What kind of flowers do you see? How can you describe the flowers? What do you think they smell like? What do you think they feel like?
- What is Miss Rumphius doing? What are the other people doing?
- What kind of day is it? How do you think the air feels?
- How does the town look?

ORAL READING

RATE Explain that reading at an appropriate rate means reading at just the right speed, not too fast and not too slow. Reading at the right speed keeps the reader and the listener interested. Have children follow along as you read aloud from *Miss Rumphius*. Model reading at an appropriate rate. Place children in groups. Select a portion of the text or another appropriately leveled text. Have children take turns reading from the text. Encourage them to read at an appropriate rate. Walk around the room to monitor fluency and understanding.

WRITING OBJECTIVES

Understand that narrative writing includes events.



Use nouns with matching verbs.



Writing

Narrative Writing

TELL ABOUT EVENTS

TEACH Remind children that a narrative, or story, includes characters, a setting, and events. **Events** are the things that happen in a story. An event includes actions—the characters might do something or go somewhere. They might have a conversation. Something might happen TO a character. Events move the story along.

Explain that a writer can tell about an event in words and in pictures. Sometimes a writer tells mainly about what happens in words and uses a picture to show what the words say. Sometimes a writer includes a picture that shows more about what happens. The picture adds information about the event.

Point out that events happen all through *Miss Rumphius*. They move the story along. Sometimes an event is just a moment or two.

- What does Miss Rumphius plant at her house?
- Where does she first see the flowers growing?
- Where else does she find the flowers? How does she find them?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer tells about an event in the words and in the picture on pp. 22–23.

Display pp. 22–23 and read aloud the sentences below. Point out that the writer tells that time has passed. Then she writes about one event: what happens during Miss Rumphius’s walk.

After a hard winter spring came. Miss Rumphius was feeling much better. Now she could take walks again. One afternoon she started to go up and over the hill, where she had not been in a long time.

“I don’t believe my eyes!” she cried when she got to the top. For there on the other side of the hill was a large patch of blue and purple and rose-colored lupines!

The writer tells about an event. She tells where Miss Rumphius goes. She tells what she sees. She tells how Miss Rumphius reacts to the sight of the flowers.

Read the next sentences aloud. Direct children's attention to the illustration. Point out that the illustration shows Miss Rumphius's house in the background. The picture helps the reader understand why Miss Rumphius is surprised to find the lupines—it shows that Miss Rumphius's garden is far away.

"It was the wind," she said as she knelt in delight. "It was the wind that brought the seeds from my garden here! And the birds must have helped!"

The writer continues to tell about the event: she tells what Miss Rumphius figures out about the flowers. The picture helps the reader understand the event.

Read the last sentence on the page: *Then Miss Rumphius had a wonderful idea!* Explain to children that one event in a story usually leads to another event. Seeing the flowers, the event on these pages, leads to the next event, ordering and planting all the lupine seeds.

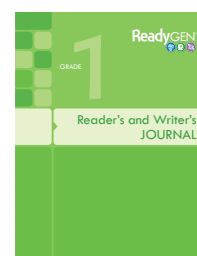
CONVENTIONS Use Nouns with Matching Verbs

TEACH AND MODEL Remind children that a sentence has a naming part and an action part. A noun tells what the sentence is about. A verb tells what happens. The noun and the verb in a sentence have to go together. If a sentence uses a noun that names one thing, it must use a verb that tells about one thing.


Miss Rumphius **sees** flowers. The children **see** flowers.
Miss Rumphius **plants** seeds. The birds **plant** seeds.


Miss Rumphius is one person. The verb sees tells about one person. Children are more than one person. The verb see tells about more than one.

APPLY Write the sentences above on the board and have volunteers read each one aloud. Circle the noun and then underline the verb in each. Ask children to write their own sentence using a noun that names one thing and a verb that matches. For further practice, have children do the Lesson 4 activity on p. 187 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.7

Plan an event for a narrative.  W.1.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children that in Lesson 3 they started planning their own narrative about a character who passes along a life lesson to another character. Part of their task is to write at least two events for the story. Explain that today they will work together to write the first draft of a story event and then they will work independently to write the first event of their own story.

Display the Story Sequence chart that you completed in Lesson 3 for the Shared Writing story about how Uncle Joseph taught Mark to fish. Today you will work together as a class to write the first event of this story. Remind children that on your Story Sequence chart you planned that the first event would be *Mark and Uncle Joseph went out on a boat on the river.*

On the board or chart paper, brainstorm with children this story event. You might write the following:

Mark went to the river. He met his Uncle Joseph there. They got in the boat. They went out on the river. Mark brought his lunch. His Uncle Joseph had drinks in a cooler.

When you have enough details to make an event, read through the list on the board. Discuss with children which details they think make sense and will make a good event in the story. Cross out any details that don't work.

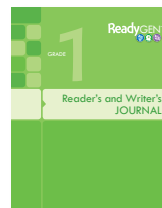
Explain to children that a first draft can be very rough. It does not have to include all the words to tell what happens. It does not have to include dialogue. They will add more details later in the writing process.



Independent Writing Practice

THINK Ask children to look at the story plans they started in Lesson 3. Tell them to think about the first event in the story and what will happen during the event.

WRITE Have children draw a picture and write sentences for their first story event. Tell children that these sentences are the first draft for the beginning of their story. Have children check their sentences to make sure they have used nouns with matching verbs. Children can use p. 190 of the *Reader's and Writer's Journal*.



USE TECHNOLOGY If children saved their story plans on the computer in Lesson 3, let them access the files and continue to add to them.

Writing Wrap-Up



Ask volunteers to share their drawing and sentences with the class.

Encourage them to explain the event in more detail than the drawing and sentences may show. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Children may struggle more with the words of their story than with the ideas. Have children share their event drawing with you. Ask questions to help them describe what is happening in the picture: *Who is this? Where are they? What is this? What is happening?* Provide words where needed to help children construct a caption.

STRATEGIC SUPPORT

PLANNING Ask children to share their story plan with you. Help children decide what the first event will be. Guide them to formulate an idea for an event and to decide what will happen during the event. Once children have told you about the event orally, ask them to draw a picture showing the event. Let children dictate a caption.

LESSON 5
OBJECTIVE

Analyze a narrative to determine who is telling the story.

READING
OBJECTIVES

Answer questions about the narrator.



Answer questions with text-based evidence during a close reading.



Read Anchor Text

Build Understanding

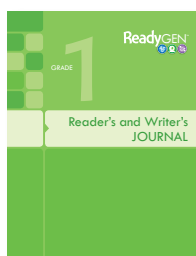
INTRODUCE Tell children that today, as you read aloud *Miss Rumphius*, they will think about who is telling the story. Have children focus on the Enduring Understanding: *Readers understand who is telling a story and how that shapes the story.*

LESSON 5
FIRST READ

Explore the Text

ENGAGE CHILDREN Have children look through pp. 4–27 of *Miss Rumphius* and review the sequence of story events up until this point. Remind them of the Essential Questions: *How do readers identify who is telling the story?* and *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD PP. 28–31 As children listen, have them compare what happens in this part of the story with what happened at the beginning of the story. How are the events similar? What do they notice about the two Alices? Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- What new words did you hear?
- What did you learn about the two Alices?
- What questions do you have?

Have children use p. 182 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 5
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on p. 4 and p. 28 of *Miss Rumphius*. Use the following questions to lead the discussion.

- In the first paragraph on page 4, what clues in the text tell you that events in this story will take place in the past? (“The Lupine Lady is little and old. But she has not always been that way.”) Why do those clues make you think that? (Because the reader expects to find out what happened to Miss Rumphius *before* she was little and old.)

Integrating Knowledge and Ideas

- In this story, a character is telling the story. What details in the text on page 4 help the reader understand how this person is related to Miss Rumphius? (She says about Miss Rumphius, “She is my great-aunt, and she told me so.”) Who is the person telling the story? (Miss Rumphius’s great-niece) **Key Ideas and Details**
- When do the events in the rest of the book happen, mostly in the present or past? (in the past) When do the events on page 28 happen? (in the present) How does the writer show the reader that the time has changed from past to present? (The verbs change from past to present tense, and the writer uses the word *now* on p. 28.) **Craft and Structure**
- Look at page 9 and page 28. How are Miss Rumphius and the person telling the story alike? (When they are young, both are adventurous and love the sea. They are both named Alice. They both have red hair. They both like to tell stories, and both agree to do something to make the world more beautiful.) **Integrating Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Explain the response “all right” to children. When a person responds “all right” to a question or command, it means that they will do what is asked of them. When little Alice is told she must do something to make the world more beautiful, her response *All right* means “yes, she will do it.”

STRATEGIC SUPPORT

TEXT STRUCTURE If children have difficulty understanding the switch from past to present on p. 28, point out the repetition of the word *now* and the illustrations of Miss Rumphius on p. 27 and p. 29. How has her appearance changed? What color is her hair on p. 27? On p. 29?

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts.



Identify who is telling the story and how that shapes the story.



BENCHMARK VOCABULARY

- curious, p. 28
- invites, p. 28

Focused Reading Instruction

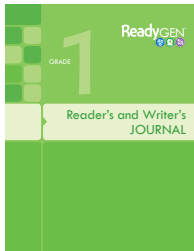
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Miss Rumphius*, p. 28, with the words *curious* and *invites*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *curious*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *invites*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 184 in their *Reader's and Writer's Journals*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustration and text on pp. 28–29 to discuss the stories Miss Rumphius tells. Pose the following questions to children: *How would you feel about listening to Miss Rumphius's stories? Would you be nervous about visiting her with little Alice?* Use the **Small Group Discussion Routine** on pp. TR28–TR31.

Remind children to wait until a speaker has finished before beginning to speak. Tell them to think about what the speaker said and to decide whether they might have something to say that would build on the other person's comments. You may wish to provide a model through a think aloud, such as the following: *When we are having a discussion in a small group, I may hear a comment about something that has also happened to me. I want to tell about my experience, but I know that it is important to wait until the person has finished speaking. Then I can add my comments to build upon what has been said.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think it is important for little Alice to work to make the world more beautiful? Why or why not?* (Possible responses: Yes, because if everyone does a little to make the world beautiful, it will make a big difference. No, because she is just one person and what she does won't make that much of a difference.)



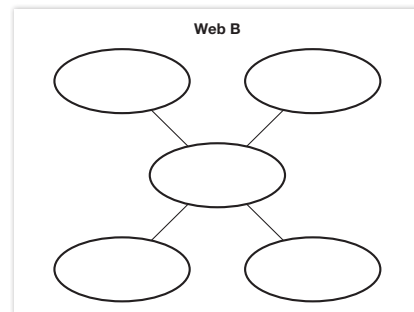
See **Routines** on pp. TR20–TR67.

Reading Analysis

NARRATOR Explain that writers tell stories through a speaker, or narrator. This is the person who is telling the story. Sometimes the narrator is a character in the story. We learn what happens in the story by the way the narrator tells about it. If the narrator is a character in the story, we can learn about the narrator by what he or she says or does.

CITE TEXT EVIDENCE Have children look at p. 4 and pp. 28–29 in *Miss Rumphius*. As a group, complete a web about the narrator.

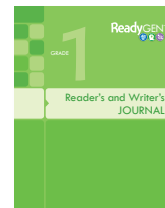
- Who is telling the story? What is her name?
Let's place that in the center circle.
- How is the narrator related to Miss Rumphius?
- Is the narrator a child or a grown-up?
- What does the narrator want to do when she grows up?
- What does the narrator promise to do?



Independent Reading Practice

READING ANALYSIS: NARRATOR Have children use the information from the web to draw a picture and write a sentence telling something about the narrator of *Miss Rumphius*.

WRITING IN RESPONSE TO READING Have children work independently to complete p. 186 of their *Reader's and Writer's Journal*. Read the prompt aloud, and then have children complete the sentence by writing what little Alice does when she visits Miss Rumphius.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the narrator shapes the story. Use the **Independent Reading Routine** on pp. TR40–TR43.

INDEPENDENT

Reading Wrap-Up



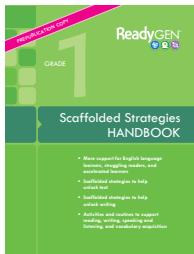
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Understand who is telling a story.



Answer questions posed about a text.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand who the narrator is,
then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Direct children's attention to the web the class created and pp. 28–29. Point out the beginning of the first sentence on p. 28. **The person who is speaking in the text says “My Great-aunt Alice,...” Who is speaking?** (the person who is telling the story, or the narrator) **Who is she speaking about?** (Her Great-aunt Alice, or Miss Rumphius) Point out the children in the illustration on p. 29, as you ask: **Is the narrator a child or a grown-up?** (child) Continue asking questions, using the text and illustration as a guide. Encourage children to jot down words about the narrator. Help them use the words they write to compose a sentence and picture. Children can explain their drawing and sentence to a partner.

CLOSE READING WORKSHOP

REVISIT *Miss Rumphius* Read aloud p. 28. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1** **What clues in the text and the illustration tell you how the children's feelings about Miss Rumphius change?** (The text says the children stand at the gate until they are invited in. When they come in, they come in slowly. This shows they are a little scared. But in the illustration, the children look like they are enjoying Miss Rumphius's stories. This shows they are not scared anymore.)
- 2** **What questions do you have about this part of the story?** (Possible responses: Which one of the children in the illustration is the narrator? How often do the children visit Miss Rumphius? Does the narrator sometimes visit by herself?)

STRATEGIC SUPPORT, CONTINUED

- 3 How would you describe Miss Rumphius at this point in the story? Use details from the text and the illustration to support your answer. (Possible responses: She is an old woman with white hair who has visited faraway places and now lives by the sea. She fulfilled a promise to her grandfather to do something to make the world more beautiful and now tells her great-niece that she must do that also.)

EXTENSIONS

MONITOR PROGRESS


If...children understand who the narrator of *Miss Rumphius* is, then...extend the Reading Analysis lesson by having them add information to the web about the narrator.


READING ANALYSIS

Have children return to the web about the story's narrator, little Alice. Then have them page through the text and illustrations of *Miss Rumphius*. Tell children to predict what little Alice will do, based on Miss Rumphius's adventures. Have them add their predictions to the web. To help them, have children discuss the following questions:

- Where might little Alice go when she grows up? (Possible response: She will go somewhere away from the sea.)
- What faraway places might she visit? (Possible responses: tropical islands, mountains, deserts, jungles)
- What might she do to make the world more beautiful? (Possible responses: plant flowers, create artworks, clean up garbage or pollution.)

WRITING OBJECTIVES

Write to learn narrative writing: events.  W.1.3

Use verbs for past, present, and future.  L.1.1.e

Writing

Narrative Writing

DEVELOP EVENTS

TEACH Remind children that in yesterday's lesson, they learned that writers tell about events in stories using words and pictures. Explain that today they will learn how writers add details to the words and the pictures to tell more about events in the story and to make the story more interesting.

Tell children that writers use certain words that describe to add details to stories. These words might tell how something looks, how many there are, where something is, or how someone feels. This information tells the reader more about the event the writer is describing. It is easier for readers to get a picture in their minds of the event.

Another way writers make stories better is by adding details to the pictures in the story. In one picture, a writer may add information about where the characters are, what the weather is like, what other characters in the story are doing, or the kind of clothing they are wearing. This is all done without using words, but it adds to the reader's understanding of the events and to their enjoyment of the story.

- What words does the writer use to describe an event?
- What details in a picture give the reader more information about the event?
- How does this extra information help the reader?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer uses words that provide details to show more about an event in the story.

Display p. 28 and read aloud the following.

Sometimes my friends stand with me outside her gate, **curious** to see the **old, old** lady who planted the fields of **lupines**. When she invites us in, they come **slowly**. They think she is the **oldest woman in the world**.

The writer uses words that describe to tell more about an event in the story.

Explain that details in a picture can give more information about events. Display pp. 28–29. Read the sentence aloud as children look at the illustration on p. 29.

Often she tells us stories of faraway places.

The writer uses a simple sentence but a detailed picture to tell about an event in the story.

Point out that the writer has added lots of details about the children listening to Miss Rumphius tell stories, not by telling about them in words, but by including details in the illustration. Have children tell what they see in the picture that gives clues to what is happening—for example, the children have drinks and cookies, the pictures on the walls show things Miss Rumphius may be telling them about.

CONVENTIONS Verbs for Past, Present, and Future

TEACH AND MODEL Remind children that verbs are words that tell about action that has happened in the past, is happening right now, or will happen in the future.

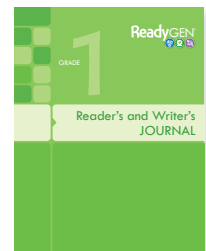
They **bloomed** along the highways and down the lanes.
Now they **call** her the Lupine Lady.
“I too **will go** to faraway places and come home to live by the sea.”

bloomed: happened in the past


call: is happening now


will go: will happen in the future

APPLY Have children dictate three sentences: one about an event that happened yesterday, one about something that is happening in the classroom right now, and one about something that will happen tomorrow. Write the sentences on the board and have children identify the verbs and their tenses. Then have children write their own sentence about something that happened in the past, is happening now, or will happen in the future. For further practice, have children do the Lesson 5 activity on p. 187 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.3

Add details to a story event.  W.1.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children that yesterday they planned the first event for a story they are writing about a life lesson that was learned. They drew a picture and wrote sentences for a first draft. Today they will add details to the story. Write the following sentence on the board:

Mark went to the river.

ADDING STORY DETAILS Tell children they can help a reader understand more about this sentence by adding details. They can add details to the sentence by asking themselves questions.

- When did Mark go to the river?
- Why did he go? How did he go to the river?
- Who went with Mark? Did he go alone?
- How can I connect this sentence to a life lesson?

Write children's responses on the board and create a new sentence, comparable to this example.

Yesterday, Mark ran quickly to meet his Uncle Joseph down at the river. He was going to learn to fish!

Guide children to understand that adding details makes a story more interesting to a reader. It helps readers form a picture in their minds of what is happening.

ADDING PICTURE DETAILS Now tell children they also can add details to a picture to make a story event easier to understand. Help children understand they can ask themselves more questions as they draw a picture of Mark and his uncle.

- Do Mark and his uncle bring anything with them?
- What does the area around the river look like? Is it in a park? A town?
- Is the river big or small? Is there a bridge?
- Who else is fishing at the river? Are there any animals nearby?
- What is the weather like?

As children respond, add details to a sketch of the scene.

Independent Writing Practice

THINK Ask children to think of a question they can ask themselves as they prepare to add details to their writing and pictures from Lesson 4. As children offer questions, write them on the board. To help children think of questions, write question words on the board: *who, what, when, where, why, how*. Tell them to think of questions starting with these words.

FORMATIVE ASSESSMENT Now have children look at their first draft from Lesson 4. Remind them that their story will be about a life lesson that a character learns from an older family member. Tell them to ask themselves questions like those on the board as they add details to the event they created yesterday. Children should write several sentences. Have children check their sentences to make sure they have used verbs for past, present, and future correctly.

USE TECHNOLOGY If available, have children use a computer word-processing program to type their new sentences.

Writing Wrap-Up



Ask volunteers to share their new sentences and pictures with the class. Ask the class to tell about details in the sentences and pictures. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADDING DETAILS To give children access to more descriptive vocabulary, provide a word bank of useful words including any cognates that children might know. If possible, add pictures to illustrate words for colors, sizes, and speed, and other adjectives and adverbs children may find helpful.

STRATEGIC SUPPORT

ADDING DETAILS If children struggle to add details to their sentences, provide options for them to choose from. For example: *Was the character happy or sad? Did this happen yesterday or today?* As children choose details to add, provide assistance as needed with spelling and letter formation.

LESSON


6

LESSON 6 OBJECTIVE

Use illustrations and key details in text to describe important life lessons.  **RL.1.2**

READING OBJECTIVES

Identify sequence of events.  **RL.1.3**

Answer questions with text-based evidence during a close reading.  **RL.1.1**

Read Anchor Text

Build Understanding

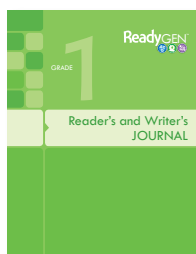
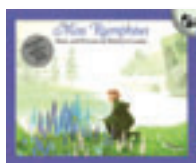
INTRODUCE Tell children that today, as you read aloud *Miss Rumphius*, they will think about the sequence of events in the story. How do those events provide an example of important lessons taught from generation to generation? Have children focus on the Enduring Understanding: *Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.*


LESSON 6 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children look through pp. 4–9 of *Miss Rumphius* and share details they remember about Alice’s grandfather. Then tell children to think about what they learned in yesterday’s lesson, as they answer the Essential Question: *How do readers identify who is telling the story?* Explain that today they will consider the Essential Question: *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD PP. 9–18** Tell children to pay attention to the sequence of events that happen in the story between Alice listening to her grandfather’s stories and Miss Rumphius finding her place by the sea. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- What is the first thing we read about today?
- What did you learn about Miss Rumphius?
- What questions do you have?

Have children use p. 191 of their *Reader’s and Writer’s Journal* to record their responses to one of the questions above. Use children’s written responses to monitor progress.

LESSON 6
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 9–11 of *Miss Rumphius*. Use the following questions to lead the discussion.

- **After Alice’s grandfather tells her stories of faraway places (p. 9), what does Alice say?** (She says when she grows up, she also will go to faraway places and return to live by the sea when she grows old.)
Key Ideas and Details
- **What does her grandfather say is the third thing Alice must do?** (She must do something to make the world more beautiful.) **Why do you think he says that?** (Possible responses: He is an artist, and he believes it is important to make the world beautiful. Or perhaps he was told that by his grandfather when he was a boy.) **Integration of Knowledge and Ideas**
- **How does the narrator tell quickly about Alice’s childhood (p. 9)?** (by telling what she did on most days and saying “pretty soon she was grown up”) **Why not talk about other things Alice did as a child?** (They are not important in the story.) **Craft and Structure**
- **In the story, what is the first thing Alice does after she becomes a grown-up (p. 11)?** (She leaves home and moves to another city far from the sea.) **How does moving to another city fulfill the first thing she told her grandfather she would do?** (She told him she would go to faraway places when she grows up. She has moved far from the sea, and she is learning about other faraway places from books in the library where she works.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Explain to children that the phrase *in the meantime* means “in the time between.” Alice has told her grandfather that she will do something to make the world beautiful when she grows up. *In the meantime* is the time between when she says that and when she is able to do it.

STRATEGIC SUPPORT

READING ANALYSIS Help children understand that when the writer says *pretty soon she was grown up*, it doesn’t mean that Alice grew up any faster than other children do. The writer wanted to skip to the next part of the story of Miss Rumphius’s life, so she didn’t write about anything else in her childhood.

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts.

Describe major events in a story, using key details.



BENCHMARK VOCABULARY

- grown, p. 9

Focused Reading Instruction

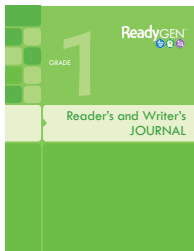
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Miss Rumphius*, p. 9, with the word *grown*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *grown*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the word in a sentence on p. 193 in their *Reader's and Writer's Journals*. Use responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 10–11 to discuss how Alice might be feeling as she leaves home and goes to live in a city far from the sea. Use the **Paired Discussion Routine** on pp. TR20–TR23.

Remind children to listen to each other's comments during the discussion. If their partner makes a comment that they don't understand, remind them to ask questions to clear up any confusion.

You may wish to provide a model through a think aloud, such as the following: *When I am having a discussion with a partner, sometimes I might not understand something the person says. The person may use a word I don't understand or not say a word clearly. When that happens, I make sure to ask questions to get rid of any confusion I have.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think it was a good idea for Alice to leave home and move to a city far from the sea? Why or why not?* (Possible responses: Yes, because she had told her grandfather that she would go to faraway places. No, because she probably got homesick and missed her family.)



See **Routines** on pp. TR20–TR67.

Reading Analysis

PLOT Explain that the plot of a story is the major events that happen in the beginning, middle, and end. When writers write a story, they often write about a problem near the beginning of the story that a character needs to solve.

CITE TEXT EVIDENCE Fill out a story sequence organizer.

PP. 8–9 Read the two paragraphs that begin “You must do something . . .” **This is the beginning of the story. How old is Alice here?** (She is a child.) **What problem will she need to solve?** (find a way to make the world more beautiful)

P. 16 **This is the middle of the story. How has Miss Rumphius changed?** (She is a grown-up.) **What is happening in the story?** (Miss Rumphius is going to faraway places.) **Has she solved her problem?** (no)

PP. 28–29 **This is the end of the story. How has Miss Rumphius changed?** (Her hair is white. She is an old woman.) **How did she solve her problem?** (She planted lupines to make the world more beautiful.) **How does the story end?** (Like her great-aunt before her, little Alice must find a way to make the world more beautiful.)

Story Sequence A	
Title _____	
Beginning	
	↓
Middle	
	↓
End	

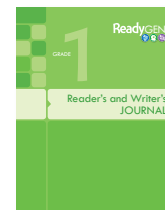
Independent Reading Practice

READING ANALYSIS: PLOT Have children use information from the graphic organizer to draw three pictures to show the beginning, middle, and end of *Miss Rumphius*. Tell them to write a sentence telling what is happening at each point in the story.

WRITING IN RESPONSE TO READING Have children complete p. 195 of their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the narrator tells the plot of the story. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up



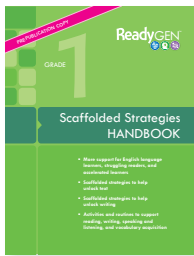
SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Describe major events in a story.



Answer questions posed in a text.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the beginning, middle, and end of *Miss Rumphius*,
then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help children understand the major events of *Miss Rumphius* by paging through the book and asking questions, such as: **In the beginning of the story, who are the people in the illustration on page 8? What three things does Alice say she will do? In the middle, what is Miss Rumphius doing in the illustration on page 16? Who is in the illustration on page 19? What happens when Miss Rumphius returns to live by the sea? Have children follow along while you read the bottom of p. 28 and p. 31, beginning with “When I grow up....” What happens at the end of the story? Why is that a good place to end the story?** Encourage children to answer your questions in complete sentences and choose a point in the story they want to write about. Help them put into words an event that happens in the beginning, middle, or end of the story. Then help them translate their spoken words into written words. Have children draw a picture and share it with a partner.

CLOSE READING WORKSHOP

REVISIT *Miss Rumphius* Read aloud p. 11. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1 What clues can you find in the text and the illustration that tell you that Miss Rumphius is beginning to do the things she told her grandfather she would do? (The text says she set out to do the three things, she moved far from the sea, and she read books about faraway places. The illustrations show her as a grown-up.)

STRATEGIC SUPPORT, CONTINUED

- 2 What questions do you have about this part of the story?
(Possible answers: When does this story take place? What city did Miss Rumphius move to?)
- 3 What kind of a person do you think Miss Rumphius is? Does she change her mind often? Is she dependable? (Possible answers: She does what she says she will do. She doesn't change her mind often.)

EXTENSIONS

MONITOR PROGRESS

If...children understand the beginning, middle, and end of *Miss Rumphius*,

then...extend the Reading Analysis lesson by having them create a time line of Miss Rumphius's life.

READING ANALYSIS

Have children use information from the text and the illustrations to create a time line of Miss Rumphius's life, beginning with when she was a child helping her grandfather and ending with her telling her great-niece that she will need to do something to make the world more beautiful. Have children use the following questions to guide them:

- **Where did Miss Rumphius live when she was a child?** (in a city by the sea)
- **What did she do when she grew up?** (left home and went to live in a city far from the sea)
- **What faraway places did she visit?** (tropical island, tall mountains, jungles, deserts, Land of the Lotus Eaters)
- **What did she do after she hurt her back?** (found her place by the sea)
- **What did she do from her place by the sea?** (planted lupines)
- **What did she do when she was very old?** (told stories about faraway places)

WRITING OBJECTIVES

Understand sequence of events in narrative writing. © W.1.3

Use temporal words. © W.1.3

Capitalize names of particular people, places, and things. © L.1.2.a

Writing

Narrative Writing

USE TEMPORAL WORDS FOR SEQUENCE

TEACH Explain to children that writers of stories usually write about events that happen in their stories in the order that they happen. In the beginning of the story, they write about events that happen first. Next, they write about what happens after that.

Tell children that this is usually the way writers write a story. In *Miss Rumphius*, the writer wrote about events in the order they happened *except* for two places in the story. In the beginning and end of the book, the narrator began and ended the story in the present time.

Explain that writers use certain words to tell readers when something is happening. They may use words, such as *then* or *next*, to show that two things happen one after the other. Or they may use words, such as *while* or *when*, to show the reader that two events happen at the same time.

- What words do you see that tell about when something happens?
- What do the words tell you about the order of events?
- Are the events in the story in the order they happened?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer uses certain words that give the reader clues about when events happen and the order of those events.

Display p. 4 and read aloud the following sentence.

Once upon a time she was a little girl named Alice, who lived in a city by the sea.

The writer uses a phrase that tells the reader that this happened a long time ago.

Display pp. 21–22 and read the sentences aloud.

The next spring Miss Rumphius was not very well.

After a hard winter spring came.

The writer uses phrases that tell the reader another year has passed.

Explain to children that these types of words can help them figure out the order of events and when those events happened.

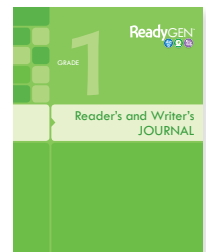
CONVENTIONS Capitalize Proper Nouns

TEACH AND MODEL Remind children that a noun is a person, place, or thing. Nouns that name particular people, places, and things begin with a capital letter. *Abraham Lincoln* is a particular person, *New York City* is a particular place, and your *Reader's and Writer's Journal* is a particular thing.


Alice's grandfather came to America long ago. I read about him in the book *Miss Rumphius*.


Alice is a particular person, America is a particular place, and the book *Miss Rumphius* is a particular thing.

APPLY Ask children to supply sentences that have a particular person, place, or thing. Ask children to tell you which words should be capitalized and write the sentences on the board. Together correct any capitalization errors. Then have children write their own sentence with a particular person, place, or thing. For further practice, have children do the Lesson 6 activity on p. 197 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.3

Use temporal words.  W.1.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children that in Lessons 4 and 5 you began a story and added details to the words and picture. Today you will add a second event to the story, using words that tell when the events in the story happened.

Explain to children that the second event in the story must continue the action from the first event. It should have the same characters. Remind children that the character Mark will be learning a life lesson from Uncle Joseph. Ask them to begin thinking about what that lesson might be.

Write the following sentence on the board.

Soon Mark and Uncle Joseph began to fish.

USE TEMPORAL WORDS Ask children for ideas on what may happen to Mark and Uncle Joseph as they begin to fish. Remind them to think about the order of the events in their stories. Ask them what happened next.

- What happened after Mark and Uncle Joseph got to the river?
- What happened next?
- What happened while they did that?

Write children's responses on the board and create a second event for the story, using words and a picture. You may use this example as a guide.

***Then* they waited for the fish to come. *Next*, they waited some more. No fish came. *While* they waited, they had fun. Uncle Joseph told Mark silly jokes. They ate a snack. Uncle Joseph showed Mark how to hold his fishing pole. *Soon* they saw a fish. *Then* Mark caught the fish!**

Remind children that they can add information to a picture as a way to add details to the story.

Independent Writing Practice

THINK Brainstorm with children a list of words that tell when something happens. The list may include words, such as *first*, *next*, *then*, *after*, *finally*, *while*, *soon*, and *when*.

Now tell children to take out the stories they have been working on. Have them review the Story Sequence chart on which they planned the events of their story. Ask them to take some time to plan what the next event in their stories will be. They may do this by sketching a picture or writing words.

WRITE Have children write several sentences to tell the second event of their stories. Tell children to use words that show the order of events. Remind them to continue the action from the first event of their story. Have children check their sentences to make sure they have capitalized words that name particular people, places, or things. Then have children reread their stories and complete them by stating the life lesson their character learned.

USE TECHNOLOGY If available, have children add to their stories using a computer word-processing program.

Writing Wrap-Up



Ask volunteers to share their stories with the class. Ask the class to point out any words that show when something happens. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY If children have difficulty understanding what a life lesson is, explain that a life lesson is something that can be learned from another person or from an experience they have. A life lesson can help them by either warning them about a danger or showing them what is important.

STRATEGIC SUPPORT

ORDER OF EVENTS If children have difficulty writing words to plan their stories, they may want to begin by drawing their ideas in pictures numbered 1, 2, and 3. They can then use the pictures to add words as they are able.

**LESSON 7
OBJECTIVE**

Identify the central message of a story and state an opinion about life lessons.

**READING
OBJECTIVES**

Describe characters and major events in a story. RL.1.3

Answer questions with text-based evidence during a close reading.



Read Anchor Text

Build Understanding

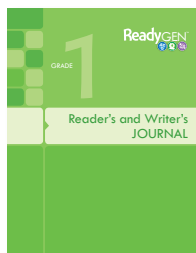
INTRODUCE Explain that today, as you read aloud *Miss Rumphius*, children should think about the Enduring Understanding: *Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.* How does this understanding apply to *Miss Rumphius*?

**LESSON 7
FIRST READ**

Explore the Text

ENGAGE CHILDREN Have children look through *Miss Rumphius* and share what they remember from previous readings. Who are the characters in the story, and where does it take place? Have children answer the Essential Questions: *How do readers identify who is telling the story?* and *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Use the **Read Aloud Routine** on pp. TR32–TR35. Read the entire story of *Miss Rumphius*. After reading, discuss the questions below.

- What happens in the beginning, middle, and end of *Miss Rumphius*?
- What happens in this story that is like something that has happened to you?
- What questions do you have?

Have children use p. 191 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 7
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 26–31 of *Miss Rumphius*. Use the following questions to lead the discussion.

- Which words and phrases did the writer use on pages 26–27 to tell how the lupines looked? (blue and purple and rose-colored, bloomed, bright patches, beautiful flowers) Which words and phrases tell how MANY lupines there were? (They were “everywhere.” The text lists all the places that lupines bloomed: on fields and hillsides, along the highways and down the lanes, around the schoolhouse and back of the church, down in the hollows and along the stone walls.) **Craft and Structure**
- Why does the text say the third thing Miss Rumphius did was the most difficult thing of all? (There were two parts to the task. First she had to figure out how to make the world more beautiful, and then she had to complete the task.) **Key Ideas and Details**
- Why do little Alice’s friends sometimes stand with her outside Miss Rumphius’s gate? (They are curious about the lady who planted all the lupines.) **Key Ideas and Details**
- How does the writer show that little Alice has learned the same lesson Miss Rumphius learned when she was little Alice? (Little Alice uses the same words Miss Rumphius used when she was little Alice.) What is the lesson both learned? (that they need to figure out how they can make the world more beautiful and then do it) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY To help children understand the sentences on pp. 26–27, read each sentence slowly as you point to the part of the picture that illustrates the sentence.

STRATEGIC SUPPORT

READING ANALYSIS If children have difficulty understanding why there were lupines everywhere the next spring, reread the previous two pages. Explain that when seeds are planted, they usually don’t grow until the next year. Because Miss Rumphius planted lots of seeds one year, the next year there were lots of flowers.

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts. L.1.6

Ask and answer questions to determine the central message of a story.

BENCHMARK VOCABULARY

- hillsides, p. 26
- difficult, p. 27

Focused Reading Instruction

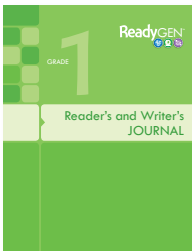
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Miss Rumphius*, pp. 26–27, with the words *hillsides* and *difficult*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *hillsides*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *difficult*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 193 in their *Reader's and Writer's Journals*. Use children's responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations and text on pp. 26–27 to discuss what happened when Miss Rumphius planted lupine seeds. Ask: *What are some things that Miss Rumphius did in this story that you would like to do?* Use the **Whole Class Discussion Routine** on pp. TR24–TR27.

Tell children they should ask questions any time they don't understand something that is being discussed. It is important to clear up any confusion they may have so that they are able to follow the thread of the discussion and add appropriate comments.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think it was easy or difficult to do what Miss Rumphius did? Why?* (Possible responses: Easy; she walked around and threw seeds on the ground. That seems pretty easy. Difficult; she walked all around the countryside. It probably took a long time, and she probably got tired.)



See **Routines** on pp. TR20–TR67.

Reading Analysis

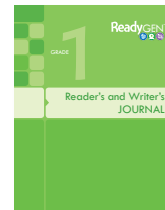
ASK AND ANSWER QUESTIONS Remind children that readers can ask and answer questions about events and characters in a story to help them figure out what the central message is. The central message of a story is the lesson that the writer wants the reader to learn.

CITE TEXT EVIDENCE Have children read the text and look at the illustrations on pp. 8–9 and pp. 28–29 in *Miss Rumphius*. Together, answer the following questions to determine the central message.

- On pages 8–9, what are the three things Miss Rumphius wants to do when she grows up? (go to faraway places, live by the sea when she grows old, and do something to make the world more beautiful)
- Which was the most difficult to do? (to do something to make the world more beautiful) Who told her to do it? (her grandfather)
- Who does she pass it on to? (her great-niece Alice) Why does she pass it on? (It is an important lesson that she learned from her grandfather. Now it is time for her to pass the lesson on to the next generation.)

Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS Have children work independently to complete p. 198 in their *Reader's and Writer's Journals*. Children should draw two pictures: one of Miss Rumphius as a child with her grandfather and the other of Miss Rumphius with her great-niece little Alice. Then children should write a sentence or two that tells the central message of *Miss Rumphius*.



WRITING IN RESPONSE TO READING Have children complete p. 195 of their *Reader's and Writer's Journal*. Have them write where lupines grew.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the central message is communicated. Use the **Independent Reading Routine** on pp. TR40–TR43.

INDEPENDENT

Reading Wrap-Up



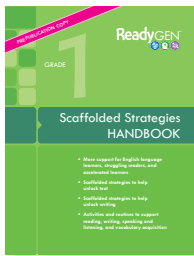
SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Determine the central message of a story.



Demonstrate fluency through oral reading.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the central message of *Miss Rumphius*,
then...use the Reading Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Help children understand the central message of *Miss Rumphius*. On page 9, Miss Rumphius said she wanted to go to faraway places when she grew up and live by the sea when she grew old. Show me in the text what her grandfather said. Have children point to and read the words in the text. Show me in the text on page 28 what Miss Rumphius said when her great-niece said the same thing. What did Miss Rumphius learn from her grandfather? What did she teach her great-niece? Guide children to understand that the same lesson is being taught generation to generation. Help children verbalize the central message of the story. Encourage them to draw two pictures and write the central message, as they are able. Children can explain their pictures and sentences to a partner.

ORAL READING

RATE Remind children that reading at an appropriate rate means reading a text at a speed that is easy for listeners to understand, neither too fast nor too slow. Have children follow along as you read aloud from *Miss Rumphius*. Model reading at an appropriate rate. Place children in groups. Select two pages of an appropriate-leveled book. Have children take turns reading from the text. Encourage them to read at an appropriate rate. Walk around the room to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children understand the central message of *Miss Rumphius*, **then...**extend the Reading Analysis lesson by having them list the events that led to Miss Rumphius discovering what she should do to make the world more beautiful.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Remind children that it took a long time for Miss Rumphius to figure out what she should do to make the world more beautiful. When she figured it out, it was by accident. Have children list the events that led up to her discovery. Remind them to look in the text for evidence. Have children discuss the following questions:

- **What caused Miss Rumphius to stop traveling and find a place by the sea?** (She hurt her back getting off a camel.)
- **What happened to the flowers she planted in the stony ground?** (They spread to the other side of the hill.)
- **What did Miss Rumphius do next?** (She ordered seeds and started scattering them all around the countryside.)
- **What happened then?** (Lupines grew everywhere she had planted them.)

ORAL READING

RATE Remind children that reading at an appropriate rate means reading a text at a speed that is easy for listeners to understand, neither too fast nor too slow. Have children follow along as you read aloud from *Miss Rumphius*. Model reading at an appropriate rate. Place children in groups. Select two pages of an appropriate-leveled book. Have children take turns reading from the text. Encourage them to read at an appropriate rate. Walk around the room to monitor fluency and understanding.

WRITING OBJECTIVES

Analyze text that states an opinion.



Capitalize titles of people.

Writing

Opinion Writing

EXPRESS OPINIONS

TEACH Explain to children that writers often have characters in a story express opinions. Remind them that an opinion is a person's belief, or way of thinking about something. When a character says that she really loves lupines, she is expressing an opinion. People (and characters) often have opinions that are different from each other's.

Point out that writers use certain words to show that a character is expressing an opinion. When a character uses a word such as *love*, *good*, *bad*, or *beautiful* that shows his or her feelings about something, the character is expressing an opinion.

- Which character is expressing an opinion?
- What is the opinion being expressed?
- Which word shows that this is a character's opinion?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer has characters express opinions throughout *Miss Rumphius*.

Display p. 16 and read aloud the following sentence.

"What a foolish thing to do," said Miss Rumphius.

The word *foolish* shows readers Miss Rumphius's opinion about hurting her back.

Explain to children that characters often support their opinions with reasons, but the reasons may not appear immediately. Display p. 22 and pp. 26–27 and read the sentences aloud.

Then Miss Rumphius had a **wonderful** idea!
The next spring there were lupines everywhere.
Miss Rumphius had done the third, the most difficult thing of all!

The word *wonderful* shows readers how the narrator feels about Miss Rumphius's idea. The sentences on pp. 26–27 give reasons why it was a wonderful idea.

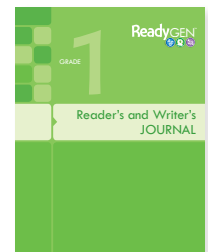
CONVENTIONS Capitalize Titles of People

TEACH AND MODEL Explain that adults often have special titles before their names. The titles *Mr.*, *Ms.*, *Mrs.*, *Miss*, and *Dr.* all begin with a capital letter when they are written before a person's name. Explain that these titles are abbreviated, or shortened forms of longer words. Write *Mr.*, *Ms.*, *Mrs.*, *Miss*, and *Dr.* and help children pronounce each title.


People called her **Miss Rumphius** now.

Miss is a special title that comes before certain people's names. It begins with a capital letter.

APPLY Ask children to offer the names of adults who work at the school, such as the principal, the custodian, teachers, and the secretary. Write the names on the board without any titles before their names. Have children tell you which title should go before the person's name and which letter should be capitalized. Then write the names of two other people who work at the school and have children write each person's name, adding their title at the beginning. For further practice, have children do the Lesson 7 activity on p. 197 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared opinion writing task.  W.1.1

Write an opinion and support it with text evidence.



Opinion Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that it is important to write opinion pieces. Deciding how we feel about events in a story or explanations in a text can help us understand what we are reading and compare it to other things we have read. Do we like it or not? Do we agree or disagree? We support our opinion with evidence from the text.

WRITE AN OPINION Tell children that today they will write an opinion based on *Miss Rumphius*. Write the following sentence on the board.

**Who do you think made the world more beautiful,
Miss Rumphius or her grandfather?**

Have children offer evidence from the text that supports both opinions and list the evidence on the board. For example, the grandfather was an artist who made the world more beautiful by carving figureheads and Indians out of wood. He also painted pictures of ships and places across the sea. Miss Rumphius made the world more beautiful by planting lupines throughout the countryside.

As a class, vote on who children think made the world more beautiful. Remind children that an opinion is neither right nor wrong—it is how a person feels about a topic.

Have children help you write the opinion the class decided on beginning with the sentence frame:

We believe that _____ because _____.

Then add a sentence for closure, such as the following:

But both worked to make the world more beautiful.



Independent Writing Practice

THINK Brainstorm with children important life lessons the narrator learns in *Miss Rumphius*, for example, the importance of: living a full life, learning lessons passed from one generation to the next, traveling to see the world, and so on.

WRITE Now tell children they will analyze the text of *Miss Rumphius* to answer the question: *What do you think is the most important life lesson the narrator learns?* Have children state their opinion and write one or two sentences about it. Remind them to use text evidence as support. Have children check their sentences to make sure they have used capitalization correctly.

USE TECHNOLOGY Have children pretend to write a post on a social networking site, stating and supporting their opinion. What would they say to their friends to convince them that their opinion is the right one?

Writing Wrap-Up



Poll the class to find out how many children shared the same opinion. Discuss which reasons were the most popular and why. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

FORM AN OPINION If children have difficulty forming an opinion, remind them that an example of an opinion is when Miss Rumphius says she loves lupines. She is expressing her opinion. Ask them to turn to their favorite part of the book and tell why they liked that part. Explain that they have just expressed an opinion and supported it.


STRATEGIC SUPPORT

ANALYZE TEXT If children have difficulty making the connection between an opinion and reasons that support it, ask them which life lesson they think is the most important. Then, together, find places in the text that could support that opinion. Have the child say: *I believe [opinion] is most important because [text evidence].* Then have the child restate the sentence using his or her own words.

**LESSON 8
OBJECTIVE**


Understand that narrative stories have characters, a setting, and a sequence of events.  **RL.1.1**

**READING
OBJECTIVES**

Identify details about a story's characters and setting.  **RL.1.3**

Answer questions with text-based evidence during a close reading.

**RL.1.1**

 See Text Complexity Rubrics on pp. TR83–TR86.

Read the Text

Build Understanding

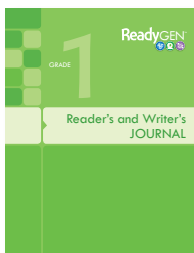
INTRODUCE Explain that today children will begin to read *The Family Tree*, a selection in the *Text Collection*. They will use key details to describe characters, the setting, and the sequence of events in the story. As children work through the lesson, have them focus on the Enduring Understanding: *Writers understand that narratives contain characters and sequenced events.*


**LESSON 8
FIRST READ**

Explore the Text

ENGAGE CHILDREN Introduce *The Family Tree* by having children look at the art on the opening pages (pp. 4–5 of the *Text Collection*). Ask them to use details in the picture to describe the boy and the tree. Explain that as children read this story, they will learn more about the boy and the tree and what happens to them. They will also continue to focus on the Essential Question: *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD** Tell children to focus on understanding what the story is about. Read the entire story. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- Why didn't the first settler chop down the tree?
- How does the tree change throughout the story?
- What questions do you have?

Have children use p. 191 of their *Reader's and Writer's Journal* to record their response to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 8
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 7–13 of *The Family Tree*. Use the following questions to lead the discussion.

- Look at pages 6–7. How can you tell this story starts a long time ago? (The man is wearing old-fashioned clothes. He travels in a wagon pulled by oxen.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** The text says that the man chops down trees “to make fields for his crops and pastures for his animals.” What do you think *pastures* are? (open fields to keep animals in) He leaves one tree standing—why? (to give shade and to act as a buffer) A *buffer* is something that gives protection. How can a tree be a buffer? (It could protect the family from wind, rain, and sun.)
- What does the man do after he chops down the trees? (He uses the logs to make boards and beams.) What does he use the boards and beams for? (to build his house and barns) What else does the man build? (fences) **Key Ideas and Details**
- How can you tell that the events of the story are happening in sequence, or time order? (The words and the pictures show each step the man takes to clear his land and build his house.) Let’s list the events on these pages in order. What happens first? What happens next? (Help children retell the sequence of events.) Would it make sense for the author to write about these events in a different order? Why not? (No, it would be confusing to the reader.) **Craft and Structure**
- Do you know what a family tree is? (If necessary, draw an example.) Do you think in this story a family tree is like this one on the board or is it something else? Why? (Let children respond.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Children may need additional support to understand the connection between *tree*, *log*, *board*, *beam*, *post*, and *rail*. Point to the illustrations and explain the progression from standing tree to finished house.

STRATEGIC SUPPORT

SEQUENCE Because children will focus on sequence in the writing portion of the lesson, make sure they understand that time is passing between the steps of the process. Discuss how long they think it might have taken the man to build the house.

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts. L.1.6

Ask and answer questions about characters and setting in a story using key details.



BENCHMARK VOCABULARY

- chopped, p. 8
- crops, p. 8

Focused Reading Instruction

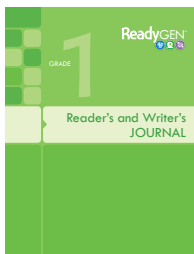
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Family Tree*, p. 8, with the words *chopped* and *crops*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *chopped*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *crops*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 193 in their *Reader's and Writer's Journal*. Use children's responses to monitor progress.



Text-Based Conversation



COLLABORATE Have children go back to pp. 7–13 to discuss what they can tell about the young man. Pose the following question to children: *What do you think the young man was like? Why do you think so?* Use the **Small Group Discussion Routine** on pp. TR28–TR31.

Remind children to ask questions to clear up any confusion they may have about either the discussion topic or the story itself. You may wish to provide a model through a think aloud, such as the following: *When I'm confused about something, I know it's always better to ask a question. I might say, "I didn't understand this part. Do you know what it means?" Remember to listen carefully to the answer.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think a tree can be special? Why or why not?* (Possible responses: Yes, a tree can be a place to play or a place to make a tree house. No, one tree is just like another tree.)



See **Routines** on pp. TR20–TR67.

Reading Analysis

ASK AND ANSWER QUESTIONS Remind children that a story has characters and a setting. Readers can ask and answer questions about characters and settings.

CITE TEXT EVIDENCE Discuss details about characters and settings in *The Family Tree*. Record the details in a T-chart. Label the heads *Characters* and *Setting*.

- **Who is the first character we meet?** (the young man) **What details do we learn about him? Point to places in the text that tell you these things.** (new life in the wilderness [p. 7]; leaves the tree standing [p. 9]; builds a house [p. 13]; brings his wife [p. 15])
- **What other characters do we meet?** (the young man's son; that man's son; the young man's great-great-grandson; the workers) **What does the boy want to do?** (save the tree) **What does he do?** (stands in front of the tree) **What do the workers do?** (build the road around the tree)
- **What is the setting of the story?** (the farm) **Does the setting change?** (Children might say it doesn't. Point out that time is also part of the setting, and the time changes from past to present.) **How can you tell time passes in the story?**

T-Chart

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Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS Have children draw a picture of a character or the setting (at any point in time), using details from the text. Tell children to write a question about the story and answer it.

WRITING IN RESPONSE TO READING Have children work on p. 195 of their *Reader's and Writer's Journal*. Have them tell which character they like most and why.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how a setting affects a story. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up



SHARE WRITTEN RESPONSES Wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

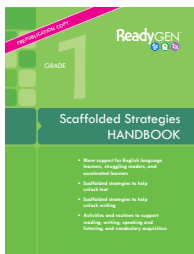
READING OBJECTIVES

Describe characters and setting in a story.

 RL.1.3, RL.1.7

Ask and answer questions about key details in a text.

 RL.1.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to use key details to describe the characters and setting in *The Family Tree*,
then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help children understand key details about the characters and setting of *The Family Tree* by turning to specific pages and asking questions. Have children look at pp. 7–13. Ask: **What details can we tell about the young man? What details can we tell about the setting?** Encourage children to use the words and the illustrations as they answer. Then have children look at pp. 24–27 as you read them aloud. Say: **This boy is the great-great-grandson of the young man. What details do we know about this boy? What is he like? What details can we tell about the setting on these pages? What has changed? What has stayed the same?** Have children use the details you discuss to draw a picture of the young man or the boy or the farm in the past or the farm in the present. Then have children write or dictate a question and answer it.

CLOSE READING WORKSHOP

REVISIT *The Family Tree* Read aloud pp. 7–13. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1** **What is the one thing the young man does not change when he starts to build his farm?** (He doesn't cut down one of the big trees.) **Why does he leave the tree standing?** (It will provide shade and a buffer from the winter winds.)
- 2** **What questions do you have about this part of the story?** (Possible responses: Why does the young man go to the wilderness? Why does he leave? What will happen to the young man? What will happen to the tree?)

STRATEGIC SUPPORT, CONTINUED

- 3 What do you think the young man liked about the tree? Use details from the pictures to explain your answer. (Possible responses: He liked it because it was big and strong. The pictures show it has a big trunk and lots of leaves.)

EXTENSIONS

MONITOR PROGRESS

If...children can use key details to describe characters and setting in *The Family Tree*,

then...extend the Reading Analysis lesson by having them create a family tree that shows how the young man and the boy are connected.

READING ANALYSIS


Have children use their pictures and sentences to describe a character or setting. Then ask partners to work together to create the family tree that connects the young man from the beginning of the story to the boy at the end of the story. Children should first use the key details in the text on p. 23 to figure out how the boy is related to the young man (the boy is the young man's great-great-grandson).

Have children draw a tree with the young boy at the bottom. Have them draw the young man at the top. Then have children figure out how many people should be between the boy and the man. Children can draw stick figures to represent the people. Point children to pp. 18–23 for hints. (The family tree should include the young man, his son, his grandson, his great-grandson or great-granddaughter, and the boy.)

After children complete their family trees, have them share their work with the class and discuss the following questions:

- **How are the young man and the boy alike?** (They both decide to save the tree.)
- **How can you tell that the tree was important to all the generations of the family?** (None of them cut it down.)
- **How does the tree change as the story happens?** (It gets bigger and taller.) **How does it stay the same?** (It always has a big trunk and leaves. It always provides shade and protection.)

WRITING OBJECTIVES

Understand that narrative writing includes sequenced events.  W.1.3

Recognize sequence of events in a story.

 W.1.3

Use past-tense verbs.

 L.1.1.e

Writing

Narrative Writing

SEQUENCE OF EVENTS

TEACH Remind children that the writer of a narrative text tells a story. Review that in addition to characters and settings, stories are made up of events. Events are the things that happen in the beginning, middle, and end of a story.

A writer wants readers to understand the order of the events in the story. By writing the events in the correct order, or sequence, the writer can make sure the reader does not get confused. The writer can also use time words, such as *before*, *after*, *in a few weeks*, or even *years later*. The writer spreads the events out over the whole story. Time-order words tell the reader how much time has passed between the events.

Point out that sometimes story events happen very close together. A story might take place over one day. In other stories, more time passes. The events are still spread out over the beginning, middle, and end of the story. The writer can use details in the words and in the pictures of the story to help the reader understand how much time passes between events.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children understand how the author of *The Family Tree*, David McPhail, shows the sequence of events. Point to the illustration on p. 7 and read the text aloud.

Many years ago, a young man came to the wilderness to start a new life.

The writer tells the reader that the beginning of the story happens “many years ago.” Details in the picture help the reader understand the time period.

Turn through the illustrations on the next few pages to review the sequence of events as the young man builds his farm. Point to the phrase “When it was finished” on p. 13 as another example of the writer explaining the sequence of events.

Display pp. 16–17 and read the text aloud. Explain that the sequence of events happens over a fairly long period of time. These are not events that happen in a day or two. This is the middle of the story.

Eventually, they had a child. A son.
After a while, more people came. Now the family had neighbors.

The writer uses the words *eventually* and *after a while* to show that time has passed.

Turn to p. 23 and explain that this part of the story is set “Now,” or in the present. This section of the book, the part about the boy saving the tree, is the end of the book. The events that happen in this part of the story happen more quickly than the other events in the story, but they still happen in order.

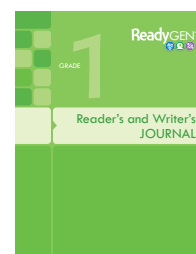
CONVENTIONS Use Past-Tense Verbs

TEACH AND MODEL Remind children that verbs are words that tell about actions. We can use verbs to tell about things that have already happened. These are called past-tense verbs. To make most verbs tell about the past, we simply add *-ed* to the end. To make other verbs past tense, we double the final consonant and then add *-ed*. We do this with verbs that end in one vowel and one consonant.


The young man *worked* hard.
He *chopped* down many trees.


To make the verb *work* tell about the past, add *-ed*. To make the verb *chop* tell about the past, double the *p* and then add *-ed*.

APPLY Display the sentences above. Ask volunteers to read the sentences and point out the verbs. Ask children to tell how they know the verbs tell about the past. Then write *like* and *hop* on the board. Work with children to write the past tense of each verb. Have children write sentences using each past-tense verb. For further practice, have children do the Lesson 8 activity on p. 197 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.7

Plan and draft a narrative story.  W.1.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that today they will start work on a new story. They will draft a story that tells what happens after the end of *The Family Tree*. To get them ready for writing on their own, you will work together to plan and draft a new story about a different character.

Explain that during the drafting stage of the writing process, the writer starts putting the whole story together. The writer thinks about what the characters will do, where they will go, and what will happen to them. Getting the sequence of events right is an important part of drafting. The writer needs to be sure events happen in an order that makes sense. Thinking about what happens at the beginning, middle, and end of the story helps the writer give the story a good shape, or structure.

Tell children you are going to draft a story about Saruni, the boy from *My Rows and Piles of Coins*. You are going to continue that story and tell what he does next. Briefly review the story with children as they refer to their copies of the book.

Have children make suggestions for what could happen in the new story, based on the details at the end of *My Rows and Piles of Coins*. Point out that children already know the characters and the setting of their new story—they are the same as the old story. Ask questions to help children draft a rough version of the story. Record their ideas on the Story Sequence A graphic organizer similar to the one shown.

Story Sequence A

Title
Beginning
↓
Middle
↓
End

- What does Saruni want to buy next? Why does he want a cart? Where do you think he might buy a cart? Should this be the beginning of our story? Let's draft a beginning: *I wanted to buy a cart to help Yeyo. One day I saw a bright yellow cart at the market. It was for sale!*
- How could Saruni earn more money? What kind of chores could he do? Let's write some things that Saruni does to earn money. This can be the middle of our story. Continue drafting a few sentences about specific events.
- How should we end the story? Does Saruni count his money again? Does he get a cart? Who does he buy it from? Is Yeyo surprised? Is Saruni happy? What do they do at the very end of the story? Help children end the story.

Finally, ask children to think of a title for the new story. Help them understand that this new story is not the same as *My Rows and Piles of Coins*. It tells what happens after that story ends.

Independent Writing Practice

PLAN Explain to children they will write a story that tells what happens after *The Family Tree* ends. Children might write what the boy does next with the tree, or they might write what happens to the boy and the tree when the boy grows up. As they plan, ask children to think about how the boy and his family have always felt about the tree. Remind children that the setting of the story should not change. Have children use the Story Sequence A graphic organizer to plan the beginning, middle, and end of their new story.

Story Sequence A

Title _____

Beginning

↓

Middle

↓

End

FORMATIVE ASSESSMENT Have children draft their stories about what happens next in the story of the boy (or the family) and the tree. Children should include a clear beginning, middle, and end for the story. Remind children to use a clear sequence of events. They might want to include transition words to help the reader understand the order of events. Tell children they will have time to change and add to their stories in upcoming lessons. Today they should try to write a rough beginning, middle, and end. Remind children that if their story tells about things that have already happened, they need to use past-tense verbs.

USE TECHNOLOGY If available, have children use tablets or computers to draft their stories. They will be able to revise the stories more easily in upcoming lessons.

Writing Wrap-Up



Ask volunteers to share their stories with the class. Ask the class to tell the sequence of events in the stories. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PLANNING Be sure children understand that their story should tell about the boy and the tree from *The Family Tree*. Read the last few pages of *The Family Tree* again and then ask children to tell how the story might keep going. What could happen next to the boy and the tree? Let children dictate their ideas for a beginning, middle, and end to you.

STRATEGIC SUPPORT

PLANNING Help children plan their story by asking specific questions, such as: *What does the boy do in your story? Does he teach somebody about the tree? Who does he teach? What does he teach the person? How will your story start? What will happen in the middle? How will your story end?*

LESSON

9

LESSON 9 OBJECTIVE

Understand that narratives tell a story and have a temporal sequence of events.

 RL.1.3

READING OBJECTIVES

Identify text features that indicate sequence of events.

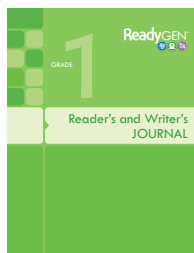
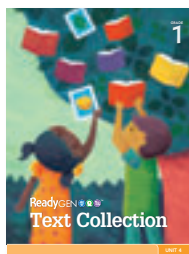
 RL.1.3

Answer questions with text-based evidence during a close reading.

 RL.1.1

Clarify the meaning of words and phrases in a text.

 RL.1.4; L.1.4, L.1.4.a



Read the Text

Build Understanding

INTRODUCE Explain that today children will revisit the first half of *The Family Tree*. They will listen for specific language the author uses to tell about the sequence, or order, of events. As children read and write during today's lesson, have them focus on the Enduring Understanding: *Writers understand that narratives contain characters and sequenced events.*

LESSON 9 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children look through *The Family Tree* and share what they remember from the previous reading. Review who the characters are and what happens to them. Tell children they will continue to focus on the Essential Question: *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ TOGETHER Tell children to pay attention to the language and picture details in the story that indicate the sequence of events. Read pp. 4–21 in *The Family Tree* together. Use the **Shared Reading Routine** on pp. TR36–TR39. After reading, discuss the questions below.

- Who saves the tree at the beginning of the story?
- Why does he save the tree?
- What questions do you have?

Have children use p. 192 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 9
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 14–21 of *The Family Tree*. Use the following questions to lead the discussion.

- Look at pages 14–15. Describe the house. (small, not fancy) Does it have many rooms? (No, it looks like it has one room.) Who lives in the house? (the young man and his wife) **Key Ideas and Details**
- Now look at the next pages. Who lives in the house? (the young man, his wife, and their son) How have the people and the house changed? (The house is bigger. The people are older.) What else has changed? (They have neighbors and a son. The tree is bigger.) What do these details tell you? (Time has passed.) **Key Ideas and Details**
- Who are the people in the illustration on pages 18 and 19? (the settler's son and grandson) Show me where you found that. ("His son took over. . . and he had a son of his own.") How does the illustration help you understand the text? (The illustration shows how things have changed.) **Craft and Structure**
- **BY-THE-WAY WORDS** A *generation* (p. 21) is all the people born around the same time. In a family, grandparents are one generation, parents are the next generation, and children are the next generation. What does it mean in the story that new generations joined the family and old ones left? (Old people died. New babies were born.) The tree *witnessed*, or saw, all of it. Do trees really "see" things? (no) What do you think the author means when he says the tree witnessed it all? (The tree was there for all the family events.)
- Why do you think it's important that the tree witnessed the lives of the family? (Possible response: The tree was always there. It shaded the graves. It was a place to play. It never really changed when everything else did.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

WORD MEANING Explain that *left* ("Old ones left.") in this story is not the word that tells which side. It is the past tense form of the verb *leave*. *To leave* means "to go away." The old generations went away, they left, when they died.

STRATEGIC SUPPORT

WORD MEANING Students may need support to understand the expressions "grew old" and "running the farm." Explain that to grow old means to get old. To run the farm means to do all the jobs on the farm.

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts. L.1.6

Use temporal words and phrases to recognize sequence.



BENCHMARK VOCABULARY

- years, p. 18

Focused Reading Instruction

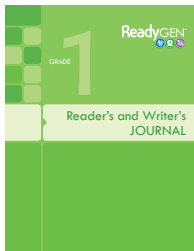
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *The Family Tree*, p. 18, with the word *years*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *years*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the word in a sentence on p. 194 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Have children go back to the illustrations on pp. 14–21 to discuss what they can tell about the passing of time. Pose the following question to children: *Just looking at the pictures, how can you tell that many years are passing? What details change from picture to picture?* Use the **Paired Discussion Routine** on pp. TR20–TR23.

You may wish to provide a model through a think aloud, such as the following: *I see on page 16 that a neighbor drives by in a horse-drawn wagon, but on page 18, a friend drives by in a car. On page 20, there are many more cars, the cars look modern, and nobody waves anymore. I can tell that a lot of time has passed.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *What do you think the tree might say if it could talk? Why do you think that?* (Possible responses: I think it would say “Get all these cars away from me” because it doesn’t like the noise and the pollution. I think it would say “Thank you for not chopping me down” because it has had a nice, long life.)



See **Routines** on pp. TR20–TR67.

Language Analysis

TEMPORAL WORDS Explain that writers can let readers know the order of events through temporal, or time order, words and phrases, such as *then*, *when*, or *many years ago*.

CITE TEXT EVIDENCE Have children look at pp. 14–21 in *The Family Tree* to find temporal words and phrases the writer uses to show the sequence of events.

- Look at page 15. What words tell you how much time has passed? (*weeks later*) Why was the young man gone for weeks? (He went to get his wife.) Why do you think it took weeks? (He might have had to travel a long way. It took longer to get to places long ago.)
- Turn to pages 16 and 17. What words does the writer use to show how much time has passed? (*eventually*; *after a while*; *now*) Do the words *eventually* and *after a while* tell you a specific amount of time? (no) Do we need to know exactly how much time has passed? Why or why not? (No, we just need to know that “some” time has passed.)

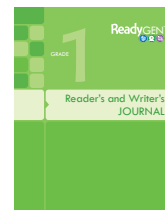
Independent Reading Practice

LANGUAGE ANALYSIS: TEMPORAL WORDS Have children complete p. 199 in their *Reader's and Writer's Journal* to identify a temporal phrase on p. 18 of *The Family Tree* and interpret this sentence: *The man grew old*.

WRITING IN RESPONSE TO READING Have children work on p. 196 of their *Reader's and Writer's Journal*. Have children list details in the illustration on pp. 18–19 that support this sentence: *Years passed*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice words that tell about time passing. Use the **Independent Reading Routine** on pp. TR40–TR43.




INDEPENDENT


Reading Wrap-Up

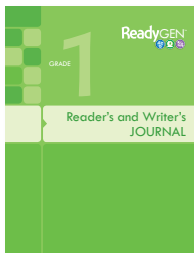
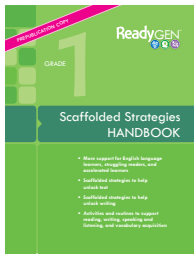


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Understand temporal phrases that show sequence.  **RL.1.3**

Demonstrate fluency through oral reading.  **RF.1.4.b**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to recognize and understand temporal words and phrases in *The Family Tree*,
then...use the Language Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Help children understand that words show sequence by using a classroom example: **First, we read the story. Then, we learned some new words. Later, we will work on our writing.** Remind children that writers use words to tell what order things happen in a story. Go back to the beginning of the story and help children identify temporal words and phrases on p. 7 (*Many years ago*) and p. 13 (*Then, When it was finished*). Read pp. 15–17, asking children to find the words *weeks later*, *eventually*, and *after a while*. Help them find clues in the pictures that help them understand time is passing. Then read pp. 18–19 aloud. Ask children what words help them know the sequence of events. Have children write the sentence (*Years passed.*) on p. 199 of their *Reader's and Writer's Journal*. Then discuss what they think the young man, the settler from the beginning of the story, might look like as an old man. Have children draw the man and write about him.

ORAL READING

FLUENCY PRACTICE Remind children that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud from an appropriate-leveled book. Model reading with accuracy. Place children in groups. Select two pages of the text. Have children take turns reading from the text. Encourage them to read with accuracy. Walk around the room to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children recognize and understand temporal words and phrases in *The Family Tree*,

then...extend the Language Analysis lesson by having them draw and label a sequence of pictures showing the tree as time passes.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Have children use pp. 9–21 of *The Family Tree*. Ask children to look at the illustrations of the tree on each set of pages. Then have children draw a sequence of pictures of the tree, starting with the tree the young man left standing and ending with the tree on p. 21. Tell children to add time-order words under each picture to tell how much time has passed between pictures. For example, children might start with the picture of the young tree and the words “long ago” or “when the settler came.” For the second picture, they might draw a very similar tree with the words “weeks later” or “when the settler’s wife came.”

- Does the tree change more or less than the people in the story? Why do you think so?
- Does every page of the story have time-order words? Why not?

ORAL READING

FLUENCY PRACTICE Remind children that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud from an appropriate-leveled book. Model reading with accuracy. Place children in groups. Select two pages of the text. Have children take turns reading from the text. Encourage them to read with accuracy. Walk around the room to monitor fluency and understanding.

WRITING OBJECTIVES

Understand that narrative writing focuses on a topic.



Recognize the topic of a story.



Use verbs for past, present, and future.



Writing

Narrative Writing

FOCUS ON A TOPIC

Explain to children that the writer of a narrative text wants readers to know what the topic of the text is. The writer lets readers know what the topic of a story is in several ways. Sometimes the topic is clearly stated; other times the reader needs to read the text carefully to determine what the writer's topic is. The characters' words and actions usually connect to the topic. The topic might be a life lesson that a character learns or a goal that a character wants to achieve.

Point out that often the writer tells the topic in the title of the story. Remind children that the title is the name of the story. Illustrations on the book cover or in the story often help to make the topic clear. Sometimes the writer gives readers an idea of what the topic is in more than one sentence in the book. Discuss the topic of *The Family Tree*.

- What is the title of this book?
- Do the title and book cover illustration help you know what the story is about? How?
- What part of the farm never really changes?
- How does the family feel about the tree?
- What is the topic of the story?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children recognize that the title and portions of the text tell readers what the topic of the story is. Read aloud the title and display the illustration on pp. 4–5 of the *Text Collection*.

The Family Tree

The title says the story is about a tree—and a family. The picture shows a boy and the very large tree. The tree will be a big part of the story.

Display p. 9, p. 21, and p. 23 and read aloud the excerpts shown below.

But he left one tree standing. It would provide shade for his house during the long hot summers and act as a buffer against the chilly winter winds.

New generations joined the family. Old ones left. The tree witnessed it all.

Now, the great-great-grandson of the first settler lived on the farm. The boy loved the tree. It was like a friend to him.

The writer tells the topic of the story in these sentences. The tree has been part of the family since the settler decided to leave it standing. It has seen many generations be born and die. It is like a friend to the boy.

Explain to children that they can use the title and important words and ideas in the story to name the topic of this story. Together think of a way to name the topic, for example: *A tree and a family grow and change together as years pass.*

CONVENTIONS Use Verbs for Past, Present, and Future

TEACH AND MODEL Remind children that verbs are words that tell actions. Tell them that verbs are written in different ways, depending on if they tell what happened in the past, what happens now, and what will happen in the future.

New generations **joined** the family.

The boy **loves** the tree.

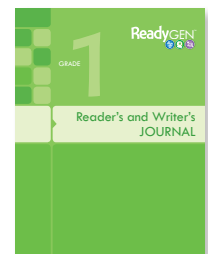
The boy **will save** the tree.

happened in the past


is happening now


will happen in the future

APPLY Have children dictate three sentences that the young man (the settler) might say: one about an event that happened in the past, another one about something that is happening right now, and the third about something that will happen in the future. Write the sentences on the board and have children identify the verbs and their tenses. Then have children write a sentence about themselves and something that happened in the past, is happening now, or will happen in the future. For further practice, have children do the Lesson 9 activity on p. 197 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.7

Revise a narrative story to stay on topic.  W.1.3, W.1.5

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children that in Lesson 8 you worked together to draft a continuation of the story about Saruni. Use the Story Sequence chart you created in Lesson 8 and the draft story you wrote to review the decisions children made and the writing they did. Then explain that today you will work together to polish the story and make sure it stays focused on one topic.

Display the story as written below. Tell children you added to the story on your own and want them to review what you wrote.

I wanted to buy a cart to help Yeyo. One day I saw a bright yellow cart at the market. It was for sale!

That night, I went home. I counted my rows and piles of coins. I needed more money. Murete let me help on the coffee farm. Yeyo paid me to do chores at home.

Two weeks went by. My money box was full. On market day, I looked for the cart. The cart was still there! I showed it to my friend Oli. Yeyo doesn't carry such a big load any more.

After reading aloud the story, help children determine that the topic of the story is buying a new cart to help Yeyo. Children can think about whether or not the story stays on topic and how it might be revised by asking themselves these questions.

- What does Saruni say he wants to do?
- What does Saruni do to achieve his goal?
- What could be added to tell how Saruni gets what he wants?
- What part of the story is not about Saruni and his goal?

Write children's responses on the board and then discuss ways of revising, such as adding a sentence that focuses on the topic and lets the reader know Saruni got what he wanted, for example: *Now I pull my bright yellow cart behind my bicycle.*

Discuss whether you should get rid of a sentence that takes attention away from the topic. For example, you could take out the sentence that says, *I showed it to my friend Oli.*

Read aloud the story with the revisions to children. Encourage children to suggest any other revisions they can think of that would help the story stay on topic.



Independent Writing Practice

THINK Tell children their task is to review the story they drafted yesterday to continue the story told in *The Family Tree*. Have children read their story and think about whether it stays on topic. Ask children to first say or write what the topic of their story is. (The topic should still be, in essence, the same as the topic of *The Family Tree*: the connection between a family and a tree.) Children should keep the topic in mind as they review their story and ask themselves if the story stays on topic.

WRITE Have children write an additional sentence or two that will make the focus of their story's topic stronger. Encourage children to also remove any words or sentences that take the focus away from the topic.

USE TECHNOLOGY If word-processing software is available and children's stories are on it, help children use a reviewing feature such as "Track Changes" when they make their revisions.

Writing Wrap-Up



Ask volunteers to share their stories with the class. Ask the class to tell the topic of each story. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FOCUS ON A TOPIC Focusing on a topic or life lesson when writing a narrative can be harder than focusing on a topic in informative text. Suggest children review their story for its topic by answering the question: *What do I want my story to tell about the tree and the family?*

STRATEGIC SUPPORT

FOCUS ON A TOPIC Help children who struggle with keeping their focus on a topic in their stories by having them work with a partner. Each partner should review the other partner's story to find the topic. Have partners help each other write new sentences that focus on their topic.

**LESSON 10
OBJECTIVE**

Understand that details in stories can be used to understand characters and events. © RL.1.3, RL.1.7

**READING
OBJECTIVES**

Analyze and understand characters. © RL.1.3

Answer questions with text-based evidence during a close reading. © RL.1.1

Clarify the meaning of words and phrases in a text. © RL.1.4; L.1.4, L.1.4.a

Read the Text

Build Understanding

INTRODUCE Explain that today children will revisit *The Family Tree*. They will look closely at the characters to make inferences, or form ideas, about them from evidence in the text. As children learn more about the characters, have them also focus on the Enduring Understanding: *Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.*

**LESSON 10
FIRST READ**

Explore the Text

ENGAGE CHILDREN Have children look through pp. 4–21 of *The Family Tree* and share what they remember from the previous readings. Review what children know about the little boy. Then ask children to look ahead to pp. 22–41 to see what characters, settings, and events they will be reading about. Tell them that today they will learn more answers to the Essential Question: *How do writers create narratives with sequenced events and a sense of closure?*

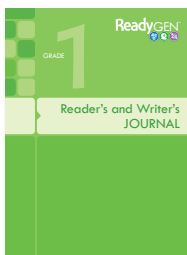
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ TOGETHER Tell children to pay attention to what the characters do and say and to think about why they act as they do. Read pp. 22–41 in *The Family Tree* together. Use the **Shared Reading Routine** on pp. TR36–TR39. After reading, discuss the questions below.

- What does the boy tell the workers?
- What do the workers decide to do?
- What questions do you have?

Have children use p. 192 of their *Reader's and Writer's Journal* to record their response to one of the questions above. Use children's written responses to monitor progress.



LESSON 10
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 22–27 of *The Family Tree*. Use the following questions to lead the discussion.

- Look at pages 22–23. Who is the boy? What does the text say? (He is the great-great-grandson of the first settler.) How does the boy feel about the tree? Show me that in the text. (He loves the tree. The tree is like a friend.) **Key Ideas and Details**
- Now look at the next two pages. What is happening? (Workers have come to make the road wider.) What do the workers plan to do to the tree? (cut it down) Why are they going to cut it down? What does the text say? (It “was in the way.”) **Key Ideas and Details**
- What are the words printed on the picture? (sounds made by the trucks and workers) How do those words help you understand the scene? (They help show how noisy it is.) **Craft and Structure**
- **BY-THE-WAY WORDS** On page 27, the text says the boy “stood between the workers and tree, and would not budge.” What do you think *budge* means? (move; get out of the way) Why wouldn’t the boy budge? (He doesn’t want them to cut down the tree. He is protecting the tree.)
- Think back to the beginning of the story. How does this part of the story connect to that first part? What links the boy and his great-great-grandfather? (They both decide to save the tree.) **Integration of Knowledge and Ideas**
- How do you think the workers might be feeling on page 27? Why do you think so? (Possible response: They might be surprised or annoyed. They are trying to do their job, and they don’t expect a little boy to tell them to stop.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

WORD MEANINGS Children might benefit from previewing the words *widen* and *protested* before you do the close reading. Define the words: *To widen* means “to make wider.” Demonstrate *widen* with your hands. *To protest* means “to say no to something.”

STRATEGIC SUPPORT

MAKING INFERENCES Students may need support to make a valid inference about the workers. Ask: *Do you think the workers expect a little boy to say no to them? How do you think that makes the workers feel? How would you feel?*

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts.

Ask and answer questions to make inferences about characters.



BENCHMARK VOCABULARY

- widen, p. 24
- protested, p. 27

Focused Reading Instruction

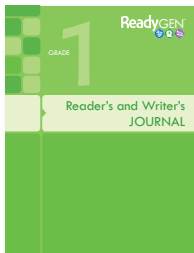
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Family Tree*, pp. 24–27, with the words *widen* and *protested*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *widen*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *protested*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 194 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR24–TR27 to have children discuss the boy's reaction in *The Family Tree*. You may wish to provide a model through a think aloud, such as the following: *I know the boy loves the tree, and the tree has been next to his family's house for generations. I can understand why he would not want the workers to cut it down.* Remind children to listen to each other's comments during the discussion and to wait their turn before speaking.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Do you think a tree can be like a friend? Why or why not?* (Possible responses: Yes, because a tree is a living thing and it is fun to play in a tree. No, because a tree is not a person who can talk to you.)



Reading Analysis

ANSWER QUESTIONS TO MAKE INFERENCES Explain that some questions about the texts we read can only be answered by putting together story details with what we already know. This is called making inferences.

CITE TEXT EVIDENCE Have children look at pp. 22–35 in *The Family Tree* to answer questions and make inferences about the boy and the workers.

- **What does the boy do?** (He tells the workers no. He calls the animals for help.) **We can use these details and what we already know to make an inference. Why does the boy tell the workers no?** (He loves the tree and wants to keep it safe.) **What kind of person do you think the boy is?** (brave, loving, loyal, etc.)
- **How do the workers feel on page 31?** (surprised) **What do the workers do on pages 34 and 35?** (They come up with a new plan. They go around the tree.) **What kind of people do you think the workers are?** **Why do you think so?** (They are nice. They could have still cut the tree down. They listened to the boy and worked on a plan to help him.)

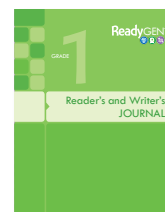
Independent Reading Practice

READING ANALYSIS: ANSWER QUESTIONS Have children work independently to answer this question: *How does the boy feel about the new plan?* Have children write an answer to the question and tell why they think so.

WRITING IN RESPONSE TO READING Have children work on p. 196 of their *Reader's and Writer's Journal*. Have children list at least three words to describe the boy.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about why the characters act the way they do. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

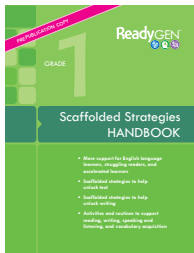
READING OBJECTIVES

Ask and answer questions to make inferences about characters.

 RL.1.1, RL.1.3, RL.1.7

Answer questions about a text.

 RL.1.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to make inferences about the boy in *The Family Tree*,

then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in small group to provide scaffolded support.

READING ANALYSIS

Help children understand making inferences about a character by asking questions, such as: [Look at the boy on page 23 and page 25. How does the boy feel about the tree? How would he feel if the tree were gone? Why does he tell the workers no?](#) As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: [Do you think the boy was scared to tell the workers no? How do you think he felt when the workers said they would make a new plan? How can you tell?](#) Have children draw and label a picture of the boy when he hears the new plan. Then have them write three sentences about the boy.

CLOSE READING WORKSHOP

REVISIT *The Family Tree* Read aloud pp. 22–27. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1** [What do you learn about the boy from the text and the illustrations?](#) (The text says the boy is the great-great-grandson of the first settler and that he loves the tree. The illustration shows that he cares about the tree and plays in it.)
- 2** [What questions do you have about this part of the story?](#) (Possible answers: Why does the road need to be wider? Where are the boy's parents?)
- 3** [How would you describe the scene on pages 24 and 25? How do you think the boy feels there? Use details from the text and the illustrations to support your answer.](#) (Possible answers: It is very noisy and crowded. The workers are making lots of noise and bringing lots of big machines. The boy might feel worried, interested, curious, or scared.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to make inferences about a character, **then...**extend the Reading Analysis lesson by having them work with a partner to make an inference about the animals in the story.

READING ANALYSIS

Have children share their sentences about the boy. Then have pairs turn to pp. 30–33 and discuss this question: *Why did the forest animals come to help the boy and the tree?* Ask children to write their answer and draw a picture that illustrates their ideas.

After children complete their drawings, have them share their answers and drawings with the group. Ask children to discuss these questions:

- Why is the tree important to the animals?
- What do you think the workers thought and felt when they saw all those animals coming?
- What inference can you make about the boy and the animals? Do you think the boy is nice to the animals?
- The boy and the workers are realistic characters. Are the animals realistic?

WRITING OBJECTIVES

Understand that narrative writing includes descriptive details about events.

W.1.3, W.1.5

Use irregular past-tense verbs. L.1.1.e

Writing

Narrative Writing

ADD DESCRIPTIVE DETAILS

TEACH Remind children that writers add details to tell more about the events in a story and to make the story more interesting. Explain that the details make a writer's writing stronger and easier for readers to picture in their minds. The words writers use to describe an event might tell how something looks, how many there are, where it is, and how a character feels or thinks. These details help readers picture the event in their minds.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the author of *The Family Tree*, uses details to help the reader understand the event of the first settler building his farm. Point to the illustration on p. 8 as you read aloud the following excerpt.

He chopped down trees to make fields for his crops and pastures for his animals.

Details tell more about what the man did. They tell why he chopped down trees.

Point out that the illustration shows some of the details described in the text, including the action of chopping and the sound of the ax.

Continue reading p. 9.

But he left one tree standing. It would provide shade for his house during the long hot summers and act as a buffer against the chilly winter winds.

The writer uses details to explain what the man was thinking when he decided to leave the tree standing. The details tell what the tree will give the man. They also tell what the seasons are like.

Point out that the illustration also tells what the man is thinking: "Not this one."

CONVENTIONS Use Irregular Past-Tense Verbs

TEACH AND MODEL Remind children that verbs are words that tell actions and that some verbs tell about actions that happened in the past. Some past-tense verbs end in *-ed*. Other past-tense verbs are different. Children will need to memorize the past-tense forms of some verbs.

The tree **was** his friend.

The boy and his dog **were** not alone.

The workers **came** to widen the road.

The boy **stood** between the tree and the workers.

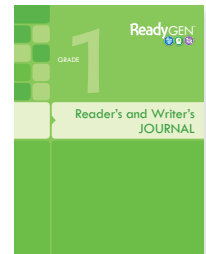
was, past tense of is

were, past tense of are


came, past tense of come

stood, past tense of stand

APPLY Use the sentences in the box above to teach children the past-tense verbs *was*, *were*, *came*, and *stood*. Write the present-tense form of each verb. Have children suggest sentences using each of the past-tense verbs. Write one example for each verb on the board. Then have children write their own sentences using each of the words. For further practice, have children do the Lesson 10 activity on p. 197 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.7

Revise a narrative story to include descriptive details about events.

 W.1.3, W.1.5

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children that yesterday during Shared Writing you revised your class story about Saruni to have a stronger focus on a topic. Today you will add details to the story. Write the following sentences from the revised example story on the board:

That night, I went home. I counted my rows and piles of coins. I needed more money. Murete let me help on the coffee farm. Yeyo paid me to do chores at home.

ADDING DESCRIPTIVE DETAILS Tell children they can help a reader understand more about those events by adding details. They can add details to the writing by asking themselves questions. Suggest these questions as possibilities for the shared writing about Saruni.

- Where did Saruni count his coins?
- What did he do to help Murete on the farm?
- What chores did he do to help Yeyo?
- How does Saruni feel about the work?

Have children suggest answers to the questions. Remind them to answer the questions from Saruni's point of view using the word *I*. Write children's responses on the board. Select one response to each question to add to the story paragraph. Use children's suggestions or the sample below to continue the discussion.

That night, I went home. I took a lantern into my bedroom. In the quiet, I counted my rows and piles of coins. I needed more money. The next week, I pulled weeds on the coffee farm for Murete. Yeyo paid me to sweep the dirt floors at home. The work was hard and made me very tired! But the stacks of coins grew bigger and bigger.

Ask children if they think the writing in the example has been strengthened with the sentences and words that were added. Discuss what details could be added to the pictures in the story as well.

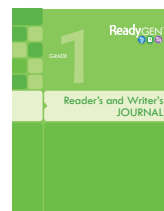


Independent Writing Practice

THINK Ask children to review the story they have been writing to continue *The Family Tree* and think of questions they can ask themselves about it. Their questions should help them add describing sentences and words as details to their story. Questions might answer *What?*, *Why?*, or *How?* Have children answer the questions with details they would consider adding to their stories.

CHOOSE From the answers children give to the questions they ask, have them choose the details they think will strengthen their writing the most.

WRITING Now have children write to revise an event from their story, adding descriptive details, in their *Reader's and Writer's Journal* on p. 200. Children will also draw a picture on that page. Encourage children to read their new sentences to make sure they are satisfied with the details they added.



USE TECHNOLOGY If word-processing software is available and children's stories are on it, help children find their stories and add descriptive details to them.

Writing Wrap-Up



Ask volunteers to share their stories with the class. Ask the class to point out describing words and sentences they hear. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

QUESTIONS Review the work that children have done on their stories and choose one place where details should be added. Ask questions to help children determine what details to add. For example, you might ask: *Why does the boy do this? How does the boy feel? What does the tree look like now?*


STRATEGIC SUPPORT


ADDING DETAILS Have children work with a small group as they review one another's stories and point out the sentences or events that would be improved with more details. Have group members help one another choose descriptive details to add to their stories and then read their new sentences aloud to make sure they sound just right.


LESSON 11 OBJECTIVE

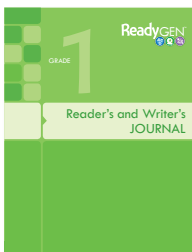
Understand that details in art and text show sequence in a story.  RL.1.7

READING OBJECTIVES

Use details and illustrations to describe story events.  RL.1.7

Answer questions with text-based evidence during a close reading.  RL.1.1

Clarify the meaning of words and phrases in a text.  RL.1.4; L.1.4, L.1.4.a



Read the Text

Build Understanding

INTRODUCE Explain that today children will revisit *The Family Tree*. They will look closely at ways in which words and pictures in the text help them understand the order, or sequence, of events. As they think about the sequence of actions in the story, have children focus on the Enduring Understanding: *Writers understand that narratives contain characters and sequenced events.*

LESSON 11 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children look through all of *The Family Tree* and choose a favorite illustration. Ask children to share what they like about the picture and what they understand about the story from the picture. Discuss the Essential Question: *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD Tell children to pay attention to the order in which events are happening. Read all of *The Family Tree*. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- How does the boy save the tree?
- Why does the boy save the tree?
- What questions do you have?

Have children use p. 201 of their *Reader's and Writer's Journal* to record their response to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 11
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 28–41 of *The Family Tree*.

- Look at pages 28–29. Where are the birds going? (to get help) Why does the boy need help? (He is one small child standing up to a bunch of grown men.) **Key Ideas and Details**
- Why is the word “whoosh” written across the tree? (It is the sound the birds make when they fly away together.) Why do you think the author put the word there? (Possible response: to help the reader hear the scene) **Craft and Structure**
- Turn to page 30. Why do you think all those animals come to help? (Possible response: They love the tree too. Maybe they have nests or use it for a place to rest. Maybe the boy is kind to them.) **Integration of Knowledge and Ideas**
- On page 32, the boy says, “Not this tree.” Where have you seen those words before? Show me in the text. (The original settler said basically the same thing on page 9.) Why is that important? (It shows the connection between the boy and his great-great-grandfather.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** On page 35, the text says, “The workers devised a new plan.” What do you think *devised* means? (thought of; drew; made)
- How does the boy feel at the end of the story? How can you tell? (He feels happy. He is swinging and saying “wheel!”) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** On pages 40–41, find words that are sounds. (beep, honk) These words are called onomatopoeia—they sound like the thing they stand for. What other sound words can you find in the book? (woof, whee, whoosh, crash, rumble, chop, whack, creak)

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

ONOMATOPOEIA Ask children to give examples of sound words from their home languages. Use picture cards of animals and vehicles as prompts if necessary.

STRATEGIC SUPPORT

MAKING INFERENCES Students may need support to make a valid inference about the boy. Ask: *How do you feel when you get what you want? How do you show that you are happy? How do you think the boy feels about saving the tree?*

READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts.



Use details in art and text to understand sequence.



BENCHMARK VOCABULARY

- assistance, p. 29

Focused Reading Instruction

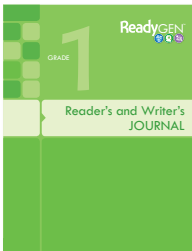
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *The Family Tree*, p. 29, with the word *assistance*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *assistance*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the word in a sentence on p. 202 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR28–TR31 to have children discuss the arrival of the animals in *The Family Tree*. Ask children to discuss how that part of the story is different from the rest of it. Why do they think the author wrote the story that way? Remind children to listen to each other's comments during the discussion and to wait until the other speaker is finished before sharing his or her ideas.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *What is your favorite part of the story? Why?* (Possible responses: I like when all the animals come because I think the animals are cool. I like when the settler builds his house because that's interesting.)



See **Routines** on pp. TR20–TR67.

Language Analysis

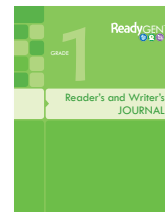
SEQUENCE OF EVENTS Remind children that writers can show the sequence of events through words and pictures.

CITE TEXT EVIDENCE Have children look at pp. 24–41 in *The Family Tree* to find details in the words and pictures that help them understand the sequence.

- What time-order words do you see on page 24? (One day) What happens first on that day? (Workers arrive.) What details about the event does the picture show? (It shows the workers setting up their gear. The boy is watching.)
- Look at pages 28–31. How do the pictures help you understand the order of events? (The birds fly away first; then they come back with the other animals.) What time-order word do you see on page 31? (soon) Is this part of the story all happening on one day? (Yes.)
- Now look at pages 40–41. Has time passed? How do you know? (Yes. The picture shows the new road that goes around the tree.)

Independent Reading Practice

LANGUAGE ANALYSIS: SEQUENCE OF EVENTS Have children work independently to complete p. 205 of their *Reader's and Writer's Journal*. Children should write and draw one thing that happened between the events on pp. 34–35 and the end of the story that is NOT shown in the book.



WRITING IN RESPONSE TO READING Have children work on p. 204 of their *Reader's and Writer's Journal*. Children should tell in their own words what new plan the workers devised.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about the sequence of events. Use the **Independent Reading Routine** on pp. TR40–TR43.

INDEPENDENT

Reading Wrap-Up



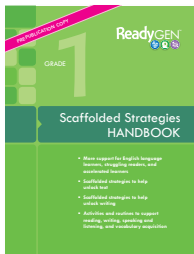
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Use details to understand sequence.



Answer questions about a text.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the sequence of events in *The Family Tree*,

then...use the Language Analysis lesson in small group to help them.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in small group to provide scaffolded support.

LANGUAGE ANALYSIS

Help children understand what to draw by returning to the story and discussing what happened between the workers coming up with a plan and the last picture in the book. Help children understand that even though the events are not laid out in the story, the workers built the new road. *The workers come up with a plan. What is it?* (to make the road go around the tree) *Look at the last page of the story. What do you see? What do you think the workers did after they thought of a new plan? Did they start working? What did they do? What do you think the animals did?* Have children decide whether they want to draw and write about the workers or the animals.

CLOSE READING

REVISIT *The Family Tree* Read aloud pp. 28–41. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1** *Why did the workers decide to come up with a new plan?* (The boy and the animals would not move. They could tell the tree was very important.)
- 2** *What questions do you have about this part of the story?* (Possible answers: Where did the animals come from? Why did they come?)
- 3** *Do you think building the road around the tree was the best solution? Why or why not?* (Possible answers: Yes, it saved the tree and still gave people more space to drive. No, they should have moved the road far away. All the cars and trucks are still too close to the boy and the tree.)

EXTENSIONS

MONITOR PROGRESS

If...children understand the sequence of events,
then...extend the Reading Analysis lesson by having them add to their work.


LANGUAGE ANALYSIS

Have children share their drawings and sentences about the sequence of events. Then ask them to continue their work by adding another event in the sequence they started or by choosing a different event to draw and write about. For example, if children drew workers building the road, have them draw more steps in that process. If children drew the animals going back to the forest, have them draw the workers and what they did. Children may also choose to draw what the boy might have done during the time it took for the road to be completed. Ask children to write additional sentences telling about their new drawings.


After children complete their work, have them share their drawings and sentences with the group. Ask children to discuss these questions:

- Why is it important to think about events that are not written or shown in the story?
- How does paying attention to the sequence help you understand the story?
- Which details helped you better understand the order of events in this story, the words or the pictures?

WRITING OBJECTIVES

Understand the concept of peer review to strengthen writing.  W.1.5

Participate in a peer review.  W.1.5

Use personal pronouns.  L.1.1.d

Writing

Narrative Writing

PEER REVIEW

TEACH Remind children that yesterday they added details to their stories to make their writing stronger. Today they will return to their writing to make it even stronger. Explain that today children will participate in a peer review. A **peer review** is a meeting between a writer and one or more other writers. The peer review that they will have today will be with one partner.

At a peer review, the job of the partner is to listen to the writer read aloud his or her writing and to offer feedback. **Feedback** is an opinion of what has been done well and what could be changed or added to the writer's writing. Before offering feedback, partners should ask themselves: *What did my partner do well? What can my partner change or add to his or her writing to make it better?*

A peer partner could suggest adding something to the plot to make it more interesting or to make the life lesson stronger. Other suggestions could be on how to use details to show sequence better. A word that needs to be capitalized or a sentence that is missing a period at the end could also be pointed out.

Have children imagine being a peer partner of the writer of *The Family Tree* before the story was made into a book. Ask them to imagine that in this version, the connection between the boy and the original settler is not as clear and the sequence of events is not as clear. Use the following hypothetical comments, questions, and suggestions as examples of peer partner feedback.

- I like the details in the illustrations. They really help me picture the story.
- How is the boy who saves the tree part of the family? I'm not sure how he's connected to the original settler. Maybe you could add a detail that explains that a little more.
- I like how clear the sequence of events is in the first half of the story. I really understand what the young man did to build his house. Maybe you could add a few more time-order words in the second part of the story too.
- I love how the animals look when they come to help the boy. I can see why those workers decided to come up with a new plan!

Explain that after listening to the peer partner's feedback, the writer's job is to respond to the peer partner's suggestions. The writer should think about one or more of the partner's suggestions and decide which one(s) to follow. Then the writer writes the change(s) in his or her story. Reading the revised story will help the writer know if the change(s) made the story better.

CONVENTIONS Use Personal Pronouns

TEACH AND MODEL Remind children that a noun is a person, place, thing, or animal. Explain to children that a pronoun can take the place of a noun. The pronouns that act as subjects in sentences are *I*, *you*, *he*, *she*, *it*, *we*, and *they*. The pronoun *he* is used in place of a noun that names a boy or a man. The pronoun *she* is used in place of a noun that names a girl or a woman. The pronoun *we* is used in place of *I* and the name(s) of another person or other people. The pronoun *they* is used in place of two or more people.

The boy needed help. He sent the birds.
The workers huddled. They devised a new plan.
Cassie likes the book. She thinks it tells a good story.
Lin and I read the book. We thought it was good.

The pronoun *he* takes the place of *the boy*.

The pronoun *they* takes the place of *the workers*.

The pronoun *she* takes the place of *Cassie*.

The pronoun *we* takes the place of *Lin and I*.

APPLY Write these sentences on the board:

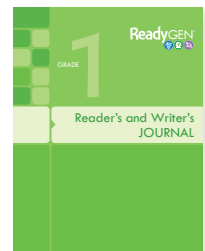
The settler saved the tree.

The house is old.


The family loved the tree.


Have children rewrite these sentences and replace *the settler*, *the house*, and *the family* with the pronouns *he*, *it*, or *they*. Then have children write their own sentences about people they know, first using nouns or people's names and then using the pronouns *he*, *it*, or *they*.

For further practice, have children do the Lesson 11 activity on p. 208 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.7

Respond to questions and suggestions from peers to strengthen writing.  W.1.3, W.1.5

Narrative Writing

SHARED WRITING

PEER REVIEW Tell children that today they will help you participate in a peer review. Display the example story you have been working on about Saruni:

I wanted to buy a cart to help Yeyo. One day I saw a bright yellow cart at the market. The cart was just right. It was for sale!

That night, I went home. I took a lantern into my bedroom. In the quiet, I counted my rows and piles of coins. I needed more money. The next week, I pulled weeds on the coffee farm for Murete. Yeyo paid me to sweep the dirt floors at home. The work was hard and made me very tired! But the stacks of coins grew bigger and bigger.

My money box was full. On market day, I looked for the cart. The cart was still there! now I pull my bright yellow cart behind my bicycle. Yeyo doesn't carry such a big load anymore.

QUESTIONS AND SUGGESTIONS Model how to do a peer review. Encourage children to join in as you ask questions and make suggestions, such as these:

- I like the details in this story. But I'd like to know what it means that "the cart was just right." Why was it just right? Maybe you could add some details to tell more about that.
- I like the part about how hard Saruni worked doing chores. I'm not sure how long he worked, though, before his money box was full. Could you add a time-order detail at the beginning of the last paragraph?
- In the sentence *Now I pull my bright yellow cart...*, *now* should be capitalized because it is the first word in the sentence.

Explain that the writer responds to the peer review by making changes to the story. This part of the story may be used to show how it looks after it is revised:

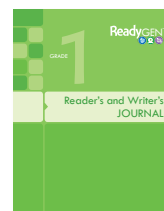
I wanted to buy a cart to help Yeyo. One day I saw a bright yellow cart at the market. The cart was just the right size for me. I knew I could pull it easily. And it was for sale!...

After two weeks, my money box was full. On market day, I looked for the cart. The cart was still there! Now I pull my bright yellow cart behind my bicycle. Yeyo doesn't carry such a big load anymore.



Independent Writing Practice

PEER REVIEW Have children share their stories with a peer partner. Partners should listen to each other's writing and use the checklist on p. 209 of the *Reader's and Writer's Journal* to offer feedback. Children should trade journals with their partner so that the feedback appears in the writer's copy of the journal. Encourage partners to ask questions and make suggestions in a positive way. Children can offer more than the one suggestion they write on the journal page.



RESPONDING TO SUGGESTIONS Ask children to think of how they can respond to suggestions from their peers to change something in their story.

WRITE Have children rewrite their story making at least one of the changes suggested by their partner. Encourage children to read their stories again to make sure they are satisfied with the changes they made. Remind children to make sure their story pictures reflect the changes.

USE TECHNOLOGY If a computer word-processing program is available and children's stories are on it, help children find their stories and revise them in response to a suggestion from their peer partner.

Writing Wrap-Up



Ask volunteers to share their revised stories with the class and tell what they changed. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PEER REVIEW Model language children can use in a peer review, such as: *I like how the story begins. I want to know more about _____. Maybe you could add _____.* Remind them to begin their comments by pointing out something the writer did well.

STRATEGIC SUPPORT

PEER REVIEW Have children who struggle with what to say in a peer review ask their partner to read aloud their story more than one time so that they can understand it well enough to comment on it. Encourage them to jot down any ideas for suggestions they might offer and choose the suggestion that would be the most helpful to them if they were the writer.

LESSON 12 OBJECTIVE

Compare and contrast the adventures and experiences of characters in a story.



READING OBJECTIVES

Listen to text read aloud and respond to open-ended questions. RL.1.1

Answer questions with text-based evidence during a close reading. RL.1.1

Read the Text

Build Understanding

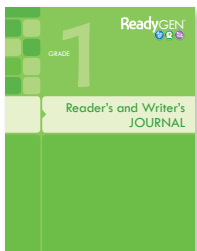
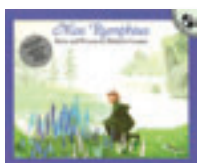
INTRODUCE Tell children that today you will revisit *Miss Rumphius* and *The Family Tree* in the *Text Collection*. Have them focus on the Enduring Understanding: *Writers understand that narratives contain characters and sequenced events.*

LESSON 12 FIRST READ

Explore the Text

ENGAGE CHILDREN Browse the illustrations in *Miss Rumphius* and *The Family Tree* to help children recall the plots. Have them briefly tell what *Miss Rumphius* is about and what *The Family Tree* is about. Tell children that today they will tell how the adventures and experiences of the characters in the stories are alike and different. As they listen and read, remind children of the Essential Questions: *How do readers identify who is telling a story?* and *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD As you read aloud pp. 22–31 of *Miss Rumphius* and pp. 22–41 of *The Family Tree* in the *Text Collection*, have children pay attention to what the characters are doing. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- What important thing did Miss Rumphius do?
- What important thing did the boy in *The Family Tree* do?
- What questions do you have?

Have children use p. 201 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 12
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 22–27 of *Miss Rumphius* and on pp. 22–27 of *The Family Tree*. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** On page 24 of *Miss Rumphius*, the text says Miss Rumphius “wandered over fields and headlands, sowing lupines.” Let’s read the next three sentences. What clues in the text tell you what *sowing* means? (The text says she “scattered seeds,” she “flung handfuls of them,” she “tossed them.” *Sowing* means to spread seeds or plant them everywhere.)
- Why does Miss Rumphius toss lupine seeds everywhere? Use what you learned in the text and what you already know to answer. (She wants the wind and birds to carry the seeds to soil where they will grow.) **Integration of Knowledge and Ideas**
- What is Miss Rumphius doing? How will this make her community more beautiful? (She is growing lupines all over her town.) **Key Ideas and Details**
- Now let’s look at *The Family Tree*. What can we tell about the boy from the pictures on pages 22–23 and 26–27? (Possible responses: He appreciates the tree. He protects the tree. He is brave and stands up to the men.) **Integration of Knowledge and Ideas**
- What does Miss Rumphius love? (lupines) What does the boy love? (the big tree that grows by his house) How are Miss Rumphius and the boy the same? (Possible response: They both love nature.) How are they different? (Possible response: Miss Rumphius plants new flowers; the boy protects a tree that is already there. Children may also point out the other, more obvious differences: one is an adult woman, the other is a young boy, and so on.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction


ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children with difficult words in this section of *Miss Rumphius*, such as *fields*, *highways*, *country lanes*, *hollows*, *stone walls*, *hillsides*. Point to the illustrations to help explain these words.

STRATEGIC SUPPORT

COMPARE AND CONTRAST If children have difficulty comparing the experiences of Miss Rumphius and the boy, ask questions, such as: *What is the same about lupines and the tree? What are both characters doing for their communities?*

READING OBJECTIVE

Compare and contrast the adventures and experiences of characters in two stories.  RL.1.9

Focused Reading Instruction

Text-Based Conversation



COLLABORATE Use the *Paired Discussion Routine* on pp. TR20–TR23. Have children go back to the illustrations and text on pp. 22–25 of *Miss Rumphius* and on pp. 22–27 of *The Family Tree* to discuss the experiences of Miss Rumphius and the boy. Have partners imagine they are the two characters talking to each other about their experiences. Remind children to speak one at a time.

You may wish to provide a model for a role play, such as the following:
Hi, Miss Rumphius. I'm just a little boy, but I made a big difference at my home. I saved a tree from being cut down! It was a really special tree, and my family and all the animals are glad it was saved.

You may want to continue the role play as Miss Rumphius: Well, it's very nice to meet you. I love nature too! If you walk around my town, you will see all the flowers I planted. I just tossed the seeds and let the wind and birds carry them to good growing soil. All my neighbors are glad to see the beautiful lupines every spring!

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. Which do you love more, flowers or trees? Why? (Possible responses: I love flowers because they are pretty and come in so many different colors. I love trees because they live a long time and you can climb on them or sit under them.)



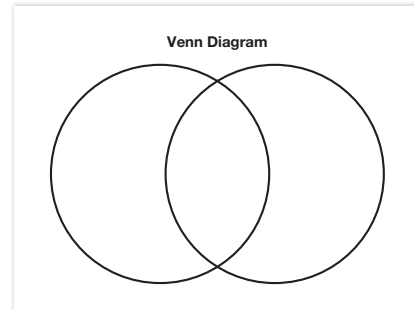
See **Routines** on pp. TR20–TR67.

Reading Analysis

COMPARE AND CONTRAST CHARACTERS Explain that when we compare characters, we tell how they are alike. When we contrast characters, we tell how they are different. Good readers pay attention to how the adventures and experiences of characters are alike and different.

CITE TEXT EVIDENCE Have children look at pp. 26–29 of *Miss Rumphius* and pp. 34–41 of *The Family Tree*. Use a Venn diagram to compare and contrast the experiences of Miss Rumphius and the boy.

- After she plants seeds and time passes, what does Miss Rumphius see? (She sees flowers blooming all over the place.)
- After the boy stands up to the workers, what happens? What do we see in the last picture? (The tree is big and green, and the boy and his dog play beneath it.)
- What did Miss Rumphius plant? (flowers) What did the boy save? (the tree) How are they the same? (They both love nature.)



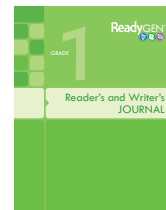
Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have children work independently to use the text and illustrations on pp. 22–25 of *Miss Rumphius* and on pp. 22–27 of *The Family Tree* to compare and contrast the experiences of Miss Rumphius and the boy. Have children record their findings on a Venn diagram.

WRITING IN RESPONSE TO READING Read aloud the prompt on p. 204 of the *Reader's and Writer's Journal*. Children should use the information from their Venn diagrams to complete the sentence frames.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the narrator makes a difference in telling the story. Use the **Independent Reading Routine** on pp. TR40–TR43.




INDEPENDENT

Reading Wrap-Up



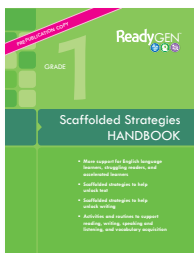
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Compare and contrast the adventures and experiences of characters in two stories.  **RL.1.9**

Demonstrate fluency through oral reading.

 **RF.1.4.b**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare and contrast characters' experiences,
then...use the Reading Analysis lesson in small group to help them.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Guide children to use the Venn diagram to compare and contrast the experiences of the characters in the text by asking questions. As children respond, emphasize words that cue a comparison or a contrast. **What does Miss Rumphius do all summer?** (plant flowers) **What does the boy do?** (He saves a tree from being cut down.) **Yes, Miss Rumphius and the boy have different experiences. Miss Rumphius plants seeds, but the boy saves a tree. How did Miss Rumphius make her community better?** (It is prettier with all the flowers.) **How did the boy make his community better?** (The tree still grows there.) **Yes, Miss Rumphius and the boy have experiences that are alike. They both make their communities better.**

ORAL READING

EXPRESSION Explain that reading with expression means changing one's voice when reading. Have children follow along as you read aloud several pages from *The Family Tree*. Model reading with expression. Have partners take turns reading the same pages at least three or four times. Encourage them to read with expression. As children read, circulate to monitor fluency and understanding.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to compare and contrast the main characters' experiences in *Miss Rumphius* and *The Family Tree*, **then...**extend the Reading Analysis lesson by having them compare and contrast two other characters' adventures.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have children read pp. 4–7 of *Miss Rumphius* and pp. 6–15 of *The Family Tree*. Provide partners with a Venn diagram and have them complete it to show how the adventures of the grandfather and the young man are alike and different. Start by having children discuss the following questions:

- Read the last sentence on page 4 of *Miss Rumphius*. What does it say about the grandfather's travels? (He came to America on a sailing ship.) How long ago did he come? ("Many years ago")
- Read page 7 of *The Family Tree*. What does it say about the young man? (He came to the wilderness to start a new life.) How long ago did he come? ("Many years ago") How did he travel? (by covered wagon)
- What do you think was the same about their travels? (They went a long way; they left everything behind.) What do you think was different? (The grandfather settled in a city by the sea. The young man settled in the woods, far from other people, and built his own home.)

Have children use the completed Venn diagram to tell how the adventures of the two characters are alike and different.


ORAL READING

EXPRESSION Explain that reading with expression means changing one's voice when reading. Have children follow along as you read aloud several pages from *The Family Tree*. Model reading with expression. Have partners take turns reading the same pages at least three or four times. Encourage them to read with expression. As children read, circulate to monitor fluency and understanding.

WRITING OBJECTIVES

Understand the concept of closure in narrative writing.



Use personal pronouns. 

Writing

Narrative Writing

WRITE AN ENDING

TEACH Remind children that a narrative, or story, has characters, a setting, and a plot, or story events. Writers often put the events in sequence, or in order by time. They tell what happens at the beginning, middle, and end of a story.

The story ending is important. Writers want to have an ending that readers will remember and think about. Good writers know that there are better choices than “The end.” They wrap up the story with something interesting that makes readers feel pleased.

Discuss the ending of *Miss Rumphius* on pp. 28–31.

- Where are the main characters?
- What are the main characters doing?
- What is the last thing that happens?
- How do the main characters feel at the end?
- What do the main characters learn?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer of *Miss Rumphius* closed the story with a memorable ending.

Display pp. 28–29 of *Miss Rumphius* and read aloud the sentences below.

My Great-aunt Alice, Miss Rumpius, is very old now. Her hair is very white. Every year there are more and more lupines. Now they call her the Lupine Lady.

The writer ends the story in a satisfying way. She explains how everything turned out. She tells us how Miss Rumphius became known as the Lupine Lady.

Continue with the last sentences on pp. 28–31 of *Miss Rumphius*.

“When I grow up,” I tell her, “I too will go to faraway places and come home to live by the sea.”

“That is all very well, little Alice,” says my aunt, “but there is a third thing you must do.”

“What is that?” I ask.

“You must do something to make the world more beautiful.”

“All right,” I say.

But I do not know yet what that can be.

The writer wraps up the story by having Miss Rumphius repeat to Alice what her grandfather said to her. It is a satisfying ending because we see a family tradition being handed on to the next generation.

Point out that the ending leaves us with a question: *What will little Alice do to make the world more beautiful?* This gives the reader a sense that the story is really not “over”; life goes on with the next generation. Ask: *Do you think this was a good way to end the story? Why or why not?*

CONVENTIONS Use Personal Pronouns

TEACH AND MODEL Remind children that a pronoun takes the place of a noun in a sentence. Use the pronoun *him* in place of a noun that names a boy or a man. Use the pronoun *her* in place of a noun that names a girl or a woman.

My Great-aunt Alice, Miss Rumphius, is very old now. Her hair is very white.

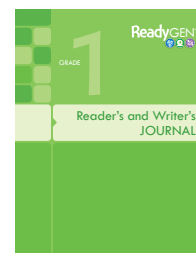
Alice’s grandfather was an artist.

When he was very busy, Alice helped him.


The pronoun *her* takes the place of the noun *Miss Rumphius*.


The pronoun *him* takes the place of the noun *grandfather*.

APPLY Have children write their own sentence using *him* or *her*. For further practice, have children do the Lesson 12 activity on p. 208 of their *Reader’s and Writer’s Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.3

Dictate or write an ending to a narrative.  W.1.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Explain to children that sometimes writing an ending can be challenging. Writers need to think of a way to explain how everything turned out in an interesting way. Tell children you will help them brainstorm ideas for an ending to their own narrative about the boy or the family from *The Family Tree*. Have children first look at possible settings and at what the main characters might feel and learn.

- **Setting**—Ask children to think about where the characters might be at the end of the story. Remind them that it will most likely be in the same place where the boy grew up, but that children can choose to have the boy or his family move to a new place if they want. Have children consider the time also. Should the writer tell about a time in the future to show how everything turned out?
- **Characters**—Mention that the ending is usually not the place to introduce new characters. Have children suggest what the main characters might be doing at the end of the story. List their responses. Then have them think about how the main characters might be feeling and what they have learned. Have children ask themselves questions as they plan their ending.

How would I feel in this situation?

If there was a problem in the story, how was it solved?

What life lesson did the main character learn?

As children respond, list their ideas. Discuss the lists and continue to brainstorm. Will the ending be a surprise? Will it make readers smile or laugh? What will readers remember about the ending? Post their responses so that children can use them as they plan their ending.

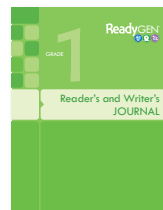
Point out that writing an interesting ending that readers will enjoy is the last step of writing a narrative.



Independent Writing Practice

BRAINSTORM Ask children to think about an interesting way to end the narrative they started. Encourage partners to discuss the posted ideas from the Shared Writing activity as they prepare to write their narrative endings.

FORMATIVE ASSESSMENT Have children write an ending to the narrative they have been working on. Have them write to give a sense of closure to their story. Children can plan their ending using p. 210 of the *Reader's and Writer's Journal*. Have children check their writing to make sure they have used personal pronouns correctly.



USE TECHNOLOGY If available, have children use tablets or computers to type their endings. Have children save the ending so that they can copy and paste it to the rest of their narrative.

Writing Wrap-Up



Ask volunteers to share their endings with the class. Ask the class to talk about what they will remember about each ending. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CLOSURE Have children write a sentence to provide a sense of closure to their narrative. Help them complete a sentence frame: ____ *learned that* ____.

STRATEGIC SUPPORT

WRITE AN ENDING If children need support writing an ending, have them read what they have written for the beginning and middle of their narrative. Guide them to recognize that what happens at the end goes with what happens in the rest of the story. Ask: *Where are your characters now? What are they doing? What lesson did one of the characters learn?*

**LESSON 13
OBJECTIVE**

Compare and contrast central messages or lessons of stories.

 RL.1.2, RL.1.9

**READING
OBJECTIVES**

Identify key ideas and details in a story.  RL.1.1

Answer questions with text-based evidence during a close reading.

 RL.1.1

Read the Text

Build Understanding

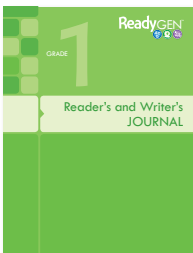
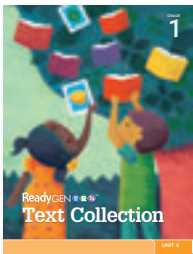
INTRODUCE Explain that today children will revisit both *Miss Rumphius* and *The Family Tree*. They will be comparing and contrasting the texts to see how the central messages are alike and different. As they make their comparisons, have children focus on the Enduring Understanding: *Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.*

**LESSON 13
FIRST READ**

Explore the Text

ENGAGE CHILDREN Have children look through *Miss Rumphius* and *The Family Tree* and share what they remember about the characters' experiences from yesterday's lesson. Have them recall how the experiences are alike and different. Tell children that today they will continue to compare and contrast the two stories as they consider the Essential Questions: *How do readers identify who is telling a story?* and *How do writers create narratives with sequenced events and a sense of closure?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD As you read aloud pp. 6–9 and pp. 24–31 in *Miss Rumphius* and pp. 7–9 and pp. 23–41 in *The Family Tree* in the *Text Collection*, have children pay attention to the changes that are occurring. Use the **Read Aloud Routine** on pp. TR32–TR35. After reading, discuss the questions below.

- How did the author keep you interested in reading?
- What did you learn that you didn't know about before?
- What questions do you have?

Have children use p. 201 of their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR20–TR67.

LESSON 13
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key details on pp. 6–9 and pp. 28–29 in *Miss Rumphius* and pp. 8–9 and pp. 26–27 in *The Family Tree*. Use the following questions to lead the discussion.

- Look at the picture on pages 6–9 in *Miss Rumphius*. What can you tell about the family? (They are close.) What is the grandfather saying? Use text evidence. (He tells stories of faraway places. He tells Alice she must do something to make the world more beautiful.) **Key Ideas and Details**
- Look at the picture on pages 28–29 in *Miss Rumphius*. What is the same about this room? (The pictures on the walls are the same pictures that the grandfather painted. They are of faraway places and the sea. There is an older relative and young children.) What is Miss Rumphius saying? Use text evidence. (She tells stories of faraway places. She tells little Alice that she must do something to make the world more beautiful.) **Key Ideas and Details**
- Our Enduring Understanding says that “Important lessons are taught from generation to generation.” What is a *generation*? (People who are about the same age. Parents are one generation, and their children are the next generation.) What lesson was taught from generation to generation in *Miss Rumphius*? (“Do something to make the world more beautiful” was explicitly taught. By example, the value of travel and living by the sea were also taught.) **Integration of Knowledge and Ideas**
- Now look at pages 8–9 in *The Family Tree*. What does the young man decide to do? (He chops down trees, but he leaves one standing.) Look at pages 26–27. How is the great-great-grandson doing the same thing? (He saves the same tree from being cut down.) **Key Ideas and Details**
- What lesson was taught from generation to generation in *The Family Tree*? (Possible responses: Trees should be protected. It is important to take care of what we have.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Use the pictures on pp. 8 and 29 in *Miss Rumphius* as an opportunity to teach vocabulary to English language learners. Point to and name objects in the pictures, and then have children do the same.

STRATEGIC SUPPORT

LESSONS If children have difficulty identifying a lesson from *The Family Tree*, provide and discuss three choices: *Trees should be protected. The road must be widened. The boy loves the tree.* Tell them a lesson is a big idea that we can use in many situations.

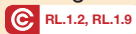
READING OBJECTIVES

Identify and use words in stories.



Use words acquired from texts. L.1.6

Compare and contrast stories to demonstrate understanding of their central message or lesson.



BENCHMARK VOCABULARY

- plan, p. 35

Focused Reading Instruction

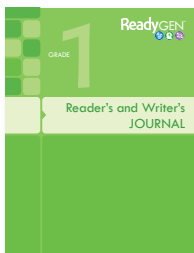
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *The Family Tree*, p. 35, with the word *plan*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR54–TR59, teach the meaning of *plan*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using this word and other words from this module in sentences on pp. 202–203 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR24–TR27. Have children go back to the illustration on p. 29 in *Miss Rumphius* to discuss the lessons that Miss Rumphius is teaching the children. *What clues do you see in the picture about Miss Rumphius's life? Where do you think she got the bird? The shells? What do you think the children are learning from her?*

You may wish to provide a model through a think aloud, such as the following: *I wonder if the shells on the mantel are from Miss Rumphius's travels? Yes, I see a similar shell on page 14, and it says on page 15 that the Bapa Raja gave her a beautiful shell. I think Miss Rumphius tells the children about her trip to a tropical island, and when they hear her stories, they probably think they would like to go there someday too.*

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR20–TR23. *Where would you like to travel someday? Would you like to go to a faraway place? Explain.* (Possible responses: I would like to go to a tropical island because it looks beautiful. I would like to go to a beach by the sea in America because it would be easier to get there.)



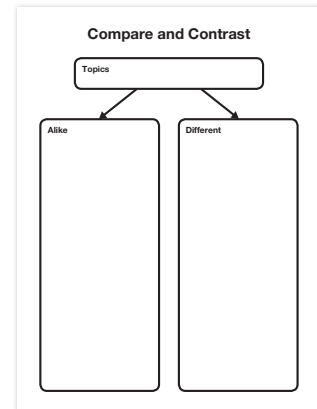
See **Routines** on pp. TR20–TR67.

Reading Analysis

COMPARE AND CONTRAST Review that a story often has a central message or lesson. It is an important idea about life that the author wants to share with readers. Point out that sometimes a story will have more than one central message. Readers can compare and contrast stories to determine how their central messages are alike and different.

CITE TEXT EVIDENCE As a group, have children compare and contrast the central messages or lessons of *Miss Rumphius* and *The Family Tree*. Use a compare and contrast chart to record ideas.

- One generation can learn from another. Who helps Alice discover this life lesson? Who helps the boy?
- What does Alice learn from her grandfather? What does the boy learn from his family?
- Everyone can do something to make the world a more beautiful place. How does Miss Rumphius show that she learned this lesson? How does the boy show that he learned it?



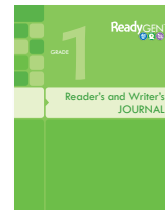
Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have children work independently to draw and label pictures that show a lesson that Miss Rumphius or the boy learned. Partners can share their drawings and talk about how the central messages are alike and different.

WRITING IN RESPONSE TO READING Have children work on p. 204 of their *Reader's and Writer's Journal*, writing about a lesson readers learn from the stories.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the narrator communicates the central message of the story. Use the **Independent Reading Routine** on pp. TR40–TR43.



INDEPENDENT

Reading Wrap-Up



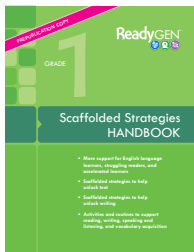
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR60–TR63.

READING OBJECTIVES

Ask and answer questions about key details in a narrative.



Use evidence from the text to answer questions.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare and contrast the central message or lesson of *Miss Rumphius* and *The Family Tree*,
then...use the Reading Analysis lesson in small group to help them.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

READING ANALYSIS

Before children begin to draw, use the illustrations in the text to talk with children about how Miss Rumphius made her community a more beautiful place. Browse the illustrations and discuss the ways the boy in *The Family Tree* protected a beautiful part of nature. Ask: [What lesson did these characters learn?](#)

CLOSE READING WORKSHOP

SLEUTH WORK Have children read “Let’s Build a Park!” on p. 34 of *Sleuth*. Then discuss the following questions with the group. Have children include text evidence to support their answers.

LOOK FOR CLUES Find details that tell what Mr. Nuñez planted, what Mr. Johnson built, and what Mrs. Parker’s company donated for the new park. (The neighbors planted grass, built picnic tables, and donated swings and slides to put in their new park.)

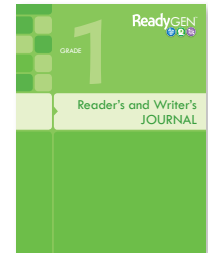
ASK QUESTIONS Have children suggest who, what, when, where, why, and how questions that city leaders might ask the neighbors. For example: [Who is in charge?](#) [What will you put in your park?](#) [When will the park open?](#) [Where will you build the park?](#) [Why do you need a park?](#) [How will you pay for it?](#)

MAKE YOUR CASE Guide children to find details in the text that support the last sentence in the story. [Why is the park a great place to play?](#) [What did the neighbors include when they built the park?](#) (swings and slides) [What did they plant to make it a great place to rest?](#) (grass) [Where can you eat in the park?](#) (on picnic tables)

STRATEGIC SUPPORT, CONTINUED

PROVE IT! Using evidence from the text, have children work with a partner to tell the steps that the neighbors followed to build the park. Then have partners discuss why doing the steps in order was important. What might have happened if the neighbors planted grass before they spoke to the city leaders?

After students discuss the Sleuth steps, direct them to pp. 206–207 of the *Reader's and Writer's Journal* to further explore “Let’s Build a Park!”



EXTENSIONS

MONITOR PROGRESS

If...children can point to areas of the text to answer questions, **then...**extend the Reading Analysis lesson by having them compare *The Family Tree* to “Let’s Build a Park!”

CLOSE READING WORKSHOP

After children read “Let’s Build a Park!,” have them compare and contrast the plot and central message with those of *The Family Tree*.

- **In both stories, the characters have a problem. What is the problem in “Let’s Build a Park!”?** (There was no place to play ball or swing or slide.) **What is the problem in *The Family Tree*?** (The workers want to cut down the tree in the boy’s yard.)
- **How did the neighbors solve the problem in “Let’s Build a Park!”?** (They talked to city leaders. They raised money. They built a park.) **How did the boy solve the problem in *The Family Tree*?** (He protested. He told the workers to stop.)
- **What is a central message of both stories?** (Responses will vary but should be something like: Everyone can do something to have an impact on their lives and surroundings.)

You may want to ask children: **Which story is more realistic? Which story is more inspiring?** Point out that it may not be realistic to think that a small boy could stop a road crew from chopping down a tree. A more realistic way to change things in a community is shown in “Let’s Build a Park!” However, *The Family Tree* is an inspiring story that gets readers to think about the importance of standing your ground and protecting nature.

WRITING OBJECTIVES

Understand narrative writing and the publishing process.

© W.1.3; W.1.6

Use personal pronouns. © L.1.1.d

Writing

Narrative Writing

PEER REVIEW

TEACH Remind children that a narrative, or story, has a setting, characters, and story events, or a plot. In the plot, a writer tells what happens at the beginning, middle, and end of a story.

When writers finish a story, they often want to share or publish the story. They want others to enjoy it. Before writers publish a story, they remember to keep their purpose and audience in mind. They may ask themselves: *Why did I write this story? Who did I write this story for?*

- How did the writer of *The Family Tree* publish his story?
- Why do you think he wrote the story?
- Who do you think he wrote the story for? Who is his audience?
- What if the writer decided to publish *The Family Tree* without illustrations? Would this be a good publishing decision? Why?
- What are some other ways the writer could have published *The Family Tree*?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children see that the writer of *Miss Rumphius* chose to publish her story in a book.

Display the front cover of the book and read aloud the title.



The writer keeps her audience in mind. She publishes her story in a book. This way, many readers can enjoy it.

Display p. 23 and read the sentence from p. 22 aloud.

For there on the other side of the hill
was a large patch of blue and purple
and rose-colored lupines!

The writer decided to publish her
book with illustrations. Readers can
see what lupines look like and how
Miss Rumphius changes.

Point out that there are many publishing choices writers make. Discuss reasons why the author of *Miss Rumphius* may have chosen to publish her story with paintings instead of photographs.

CONVENTIONS Use Personal Pronouns

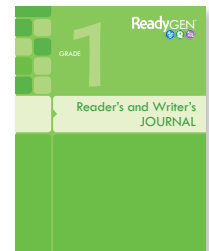
TEACH AND MODEL Remind children that a pronoun takes the place of a noun in a sentence. Use the pronoun *she* in place of a noun that names a girl or a woman. Use the pronoun *he* in place of a noun that names a boy or a man.

Alice lived in a city by the sea.
She lived in a city by the sea.
Grandfather was an artist.
He was an artist.


The pronoun *she* takes the place of
the noun *Alice* in the sentence.


The pronoun *he* takes the place of
Grandfather in the sentence.

APPLY Have children copy these sentences and then replace the nouns *Miss Rumphius* and *Bapa Raja* with pronouns *she* or *he*. *Miss Rumphius went to a real tropical island. Bapa Raja fetched a green coconut.* Have partners read the sentences they write with pronouns. Encourage them to name the noun the pronoun takes the place of. Then have children write two of their own sentences, using *he* in one sentence and *she* in the other. For further practice, have children do the Lesson 13 activity on p. 208 of their *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.1.3

Publish a narrative.  W.1.6

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Tell children that they are ready to make a final copy of their continuation of the story *The Family Tree*. It is time to publish their writing. Remind them that just like the authors of *Miss Rumphius* and *The Family Tree*, they have some publishing decisions to make. List ideas as children suggest them.

- **Preparation**—Have children think about how they will write. Will they write the story neatly in their best handwriting? Will they type it on a computer or tablet if they have one to use? Will they illustrate the story? If so, will they use drawings or photos cut from recycled magazines?
- **Audience**—Have children talk about the people with whom they might share their story. Will they share it with classmates? With family members? Will they publish it for readers older or younger than them?
- **Publish**—Have children suggest what they can do to publish their stories. Record children's publishing ideas. To begin, share some of these ideas:

Make a cover and add a title for your story. Keep the book in the classroom or school library for readers to enjoy.

Make masks or puppets of your main characters. Show the characters you made as you read aloud the story.

Use sound effects or soft background music to go with your reading of the story.

If devices are available, make a video or audio recording of your story.

Display your story in a place where others can easily read it. Hang it in the classroom or in the hallway outside the classroom.

Read through the ideas for publishing. Cross out any suggestions that are unrealistic because of time allotted or materials available. Display children's ideas so that they can refer to them as they publish their stories.



Independent Writing Practice

MAKE A CHOICE Have children refer to the lists they dictated in Shared Writing as they decide on a way to publish their narratives. Have them choose a method of preparation and publishing. Remind them to keep their purpose and audience in mind as they make their publishing choices.

WRITE Have children publish the narrative they have been working on. Have them create a way to share their story.

USE TECHNOLOGY If children choose the option, help them use digital tools, such as word processing software with editing functions or tablet software, for making books if available. Remind children that before they print out the story, they should leave some space where pictures will go if they plan to illustrate it.

Writing Wrap-Up



Encourage children to share their published stories with their intended audience. Ask those who selected to publish for classmates through speaking or visuals to share their stories. Use the **Writing Wrap-Up Routine** on pp. TR64–TR67.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PUBLISH Preplan and then take children on a tour of some classrooms to show them different ways children have chosen to publish their writing, such as in class big books, bulletin board displays, or recordings.

STRATEGIC SUPPORT

PUBLISH Work with children who chose to read their story to the whole class but need support. Have them practice in front of a mirror and then in front of a partner. Finally, have children rehearse their story for a small group.



OBJECTIVES

Write a narrative that includes two or more sequenced events.

W.1.3

Include descriptive details. **W.1.3**

Use temporal words. **W.1.3**

Provide a sense of closure. **W.1.3**

Use verbs correctly. **L.1.1.e**

Performance-Based Assessment

TASK

CONTINUE THE STORY

Families have beliefs, customs, and traditions that they pass on to other generations. Children will recall and retell what Miss Rumphius's grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius's niece, Alice, does after she learns these life lessons from her aunt.

Children will:

- a. write a narrative in which they recount two or more sequenced events.
- b. include some descriptive details about sequenced events.
- c. use temporal words to signal event order.
- d. provide some sense of closure to the story.
- e. use verbs correctly.

Children will illustrate and publish their narratives.

See p. 144 for a reproducible page for student distribution.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers identify who is telling a story?* and *How do writers create narratives with sequenced events and a sense of closure?*

REVISIT THE TEXT Remind children that in *Miss Rumphius*, the grandfather inspired Miss Rumphius to visit faraway places, live by the sea, and make the world more beautiful. When Miss Rumphius grows up, she teaches her niece Alice the same important lessons.

“When I grow up,” I tell her, “I too will go to faraway places and come home to live by the sea.”

“That is all very well, little Alice,” says my aunt, “but there is a third thing you must do.”

“What is that?” I ask.

“You must do something to make the world more beautiful.”

“All right,” I say.

But I do not know yet what that can be.

—*Miss Rumphius*, p. 28



Remind children that Miss Rumphius planted lupines to make the world more beautiful. Explain that Alice, her niece, is telling this story about her aunt and uses “I” because she is talking about herself. Recall that the book ends with Alice wondering how she might make the world more beautiful. Tell children to imagine what Alice might do when she grows up. Explain that they will use their ideas to write a narrative about what Alice will do, including two or more detailed events and an ending.

Set-Up

ORGANIZATION

Before children begin to write their narratives, have a whole-class discussion about ways in which the world could be made more beautiful. If appropriate for your class, have children work in small groups to share their ideas. When children feel confident about what they will write in their narratives, have them use the Story Sequence A graphic organizer to help them organize the sequence of events.

MATERIALS

- paper
- pencils
- crayons or markers for illustrating the narratives
- Story Sequence A graphic organizer

BEST PRACTICES

- Provide clear expectations by supplying a writing model.
- Circulate to guide children who have questions.
- Encourage children to write additional story events if they are able.

Scaffolded Support

In order for all children to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details student expectations for this project (two or more sequenced events, details and temporal words, and an ending).

WRITING TASKS Explain that children are writing about a girl character, and not about themselves, so the pronoun *she* should be used and not the pronouns *I* as the writer did in *Miss Rumphius*.

EDITING TASKS Review that verbs are used to tell the past, present, and future. Explain that if children's narratives tell about what Alice has done, the verbs should tell about the past.

GRAPHIC ORGANIZERS Children can use their graphic organizers along with a list of temporal words to sequence the events in the narrative: *first*, *next*, *then*, *at last*, *in the end*, *so*.

Story Sequence A

Title _____

Beginning

↓

Middle

↓

End

Performance-Based Assessment

Grade 1 • Unit 4 • Module A

TASK

Continue the Story

Continue the story of *Miss Rumphius*. What might Alice do to make the world more beautiful?

Write a story about what Alice did to follow her aunt's lesson.

Remember to:

- tell two or more events that happened in order.
- use details to explain the events.
- use words like *first*, *next*, *then* to tell events in order.
- include an ending with words like *at last*, *in the end*, *so*.
- use verbs correctly.

Draw a cover and share your story.

Narrative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Character's actions are clearly established and adequately supported.	Sequence of two or more events unfolds naturally; clear sense of closure is evident.	Narrative contains detailed events.	Narrative contains a wide variety of temporal words or phrases.	Narrative contains correct use of verb tense and subject/verb agreement.
3	Character's actions are adequately supported.	Sequence of two or more events unfolds adequately; sense of closure is evident.	Narrative contains adequate description of events.	Narrative contains transition words and/or phrases.	Narrative contains an error in either verb tense or agreement.
2	Character's actions lack focus or include unnecessary detail.	Two events seem to occur separately; ending lacks clarity.	Narrative contains inadequate details of a life experience.	Narrative contains a transition word or phrase.	Narrative contains an error in both verb tense and agreement.
1	Character's actions are confusing or unfocused.	Sequence of events is nonexistent; ending seems lost.	Narrative does not include details of events.	Narrative does not contain transition words or phrases.	Narrative contains many errors in verb tense and agreement.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Response is unintelligible, illegible, or off topic. 				

Presentation

AUTHOR CELEBRATION Children share their narratives with the class.

Children have thought hard about how Alice might make the world a better place. Now they will share their inspiring stories with their classmates.

- Have children create an illustrated coversheet for their narrative that shows the positive action that Alice takes.
- Over a period of days, have children take turns reading their narratives and displaying the cover illustration to the group.
- Discuss the different ways that Alice might make the world better and have children contribute additional ideas that might have been inspired by their classmates' writing.
- After all the narratives have been shared, display children's writing in the class library corner.

Reflect and Respond

LOOKING AHEAD For children who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If...children struggle with focusing on a character's action,
then...recount the character's actions in *Miss Rumphius* and *The Family Tree*.

If...children have difficulty with sequence of events in their narratives,
then...help them complete a story sequence chart using temporal words.

If...children need extra support with verb tenses,
then...review adding *-ed* to verbs to show action in the past, and make lists of common irregular past-tense verbs, such as *said, did, saw, went*.

If...children struggle with noun/verb agreement in sentences,
then...provide them with practice in writing sentences with both regular and irregular verbs, such as *was/were*.

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Administering the Assessment

The End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• Comprehension• Vocabulary	<ul style="list-style-type: none">• Writing	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• Comprehension	<ul style="list-style-type: none">• Vocabulary• Writing	
THREE SESSIONS	<ul style="list-style-type: none">• Comprehension	<ul style="list-style-type: none">• Vocabulary	<ul style="list-style-type: none">• Writing

DURATION The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will read a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that they must fill in the bubbles next to their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided at the end of this section.

SCORING THE WRITING PROMPT The Writing section requires children to respond to a prompt. Examples of appropriate responses and a 2-point rubric are provided at the end of this section. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.


GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and using the passage to locate information. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, and using context clues to determine the meanings of unknown words. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

Scoring Information

 **UNIT 4 • COMPREHENSION**

Comprehension Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. What is the main idea of the passage?

☒ Farmers grow crops and raise animals.

☐ Farmers have cows on their farms.

☐ Farmers work outside all of the time.

2. What can you learn from this passage?


☐ how to grow crops

☐ why people like oatmeal

☒ what farmers do

COMMON CORE LEARNING STANDARDS
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 2. Identify the main topic and retell key details of a text. Informational Text 7. Use the illustrations and details in a text to describe its key ideas.

Unit 4 • End-of-Unit Assessment **TR13**

 **UNIT 4 • COMPREHENSION** *Continued*

3. How are oats different from corn?

☐ Oats are grown on farms.

☒ Oats are made into oatmeal.

☐ Oats are fed to animals.

4. Why do farmers spend much of their time outside?


☐ They have to take their crops to the store.

☐ They do not like being inside the house.

☒ They need to care for the crops and animals.

COMMON CORE LEARNING STANDARDS
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 7. Use the illustrations and details in a text to describe its key ideas.

TR14 Unit 4 • End-of-Unit Assessment

 **UNIT 4 • COMPREHENSION** *Continued*

5. What animal does a farmer raise for milk?

☐ pig

☒ cow

☐ chicken

6. Why do crops need rain?


☒ to help them grow

☐ to keep them clean

☐ to cool them down

COMMON CORE LEARNING STANDARDS
Informational Text 1. Ask and answer questions about key details in a text. Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Unit 4 • End-of-Unit Assessment **TR15**


UNIT 4 • VOCABULARY

Vocabulary Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. "Some farmers grow crops." What is the meaning of the word "crops"?

☐ cows and sheep
☒ plants we eat
☐ very small farms


2. The word "raise" has many meanings. What does "raise" mean in the following sentence?

"Other farmers raise animals."

☒ take care of
☐ lift up
☐ make larger

COMMON CORE LEARNING STANDARDS
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

TR16 Unit 4 • End-of-Unit Assessment


UNIT 4 • VOCABULARY *Continued*

3. "Soon small plants pop out of the ground." What do the words "pop out of" mean?


☐ fall onto
☒ break through
☐ make noise in

4. "The farmers watch over their animals." How could a farmer "watch over" an animal?

☐ by planting corn and oats
☐ by drinking milk
☒ by feeding a cow

COMMON CORE LEARNING STANDARDS
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Unit 4 • End-of-Unit Assessment **TR17**


UNIT 4 • VOCABULARY *Continued*

5. "They spend much of their time outside." What does this sentence mean?

☐ Farmers pay money for animals that can live outside.
☐ Farmers are very tired after being outside in the sun.
☒ Farmers work outside for many hours each day.

6. "They cook oatmeal and enjoy eating it with milk on top." What word from the sentence does "it" take the place of?

☒ oatmeal
☐ milk
☐ top

COMMON CORE LEARNING STANDARDS
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Language 1. Use *personal*, possessive, and indefinite *pronouns* (e.g., I, me, my, they, them, their, anyone, everything). Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

TR18 Unit 4 • End-of-Unit Assessment

Scoring Information

Writing Answer Key

DIRECTIONS: Read the prompt. Then write a response in complete sentences.

PROMPT: Pretend you are a farmer like the ones in the passage. Tell a friend what you did today on your farm. Use ideas from the passage in your sentences. Use words such as “first,” “next,” and “last.”

POSSIBLE RESPONSE: Today I woke up early. First, I had to feed the animals. Next, I had to water my crops. Last, I sold my corn at the store.

RUBRIC FOR WRITING

2	Response accurately recounts events that happened on the farm, using details from the passage. Response correctly uses temporal words to signal event order.
1	Response accurately recounts at least one event that happened on the farm, using details from the passage. Response uses temporal words to signal event order but some may be used incorrectly.
0	Response does not recount events that happened on the farm. Response does not use temporal words.

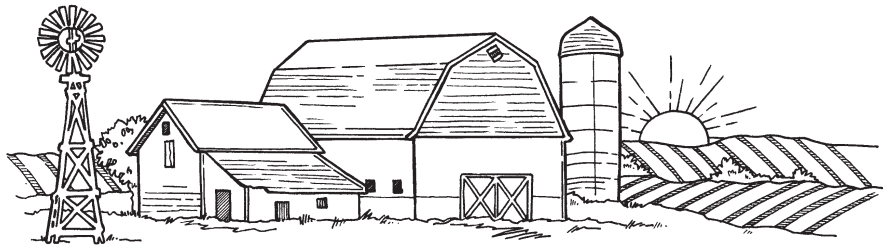


Name _____

Passage

Directions: Read the following passage. Then answer the questions that follow.

Farmers



Farmers work on farms.
Most farms are in the country.
Farmers give people many different kinds of food.
Some farmers grow crops.
Other farmers raise animals.

Crops are the plants farmers grow for food.
Farmers plant most crops in the spring.
They put seeds in the ground.
Soon small plants pop out of the ground.
The plants grow and grow.

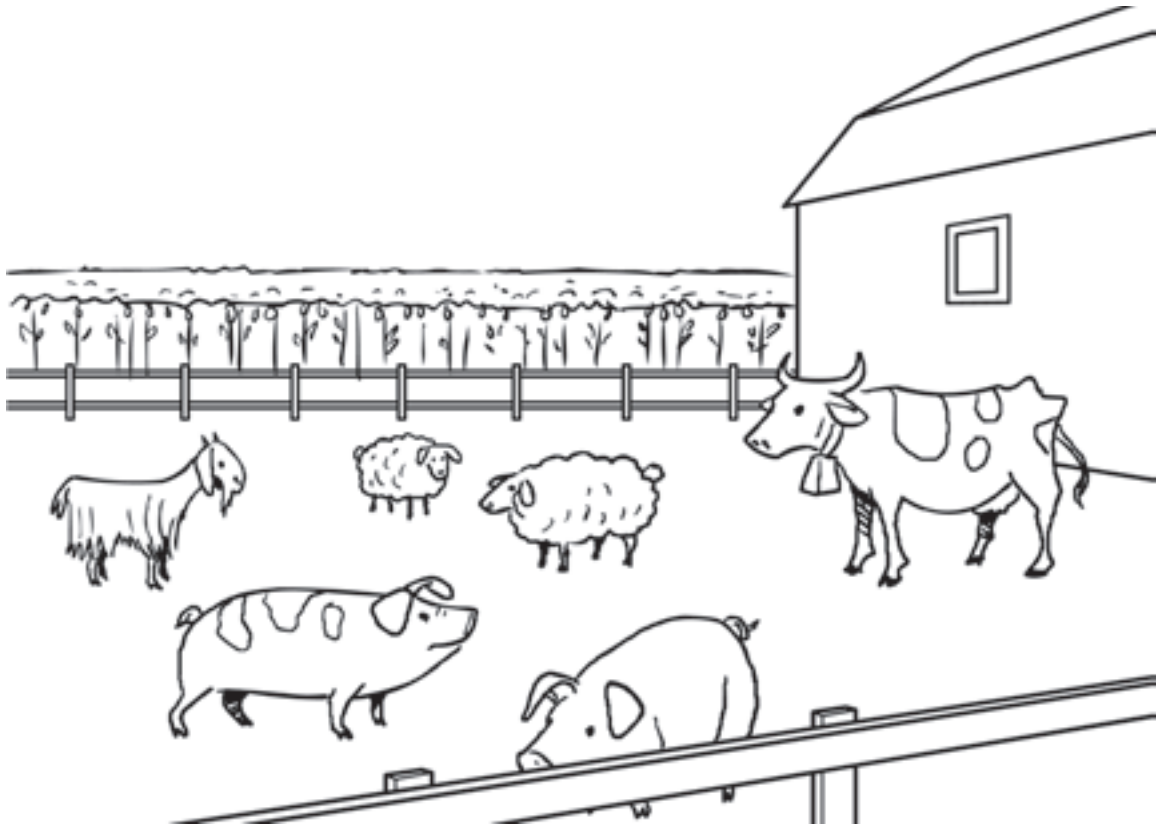
All plants need sunlight and rain.
Light and water help the plants grow big.
When the crops are ready, the farmers pick them.
The crops can be sold in stores.
They can be made into different kinds of food.



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One crop that farmers grow is oats.
Farmers feed oats to their animals.
People eat oats too.
They cook oatmeal and enjoy eating it
with milk on top.
Oatmeal is in some cookies too.

Another crop that farmers grow is corn.
There are two kinds of corn.
Farm animals eat one kind.
The other kind is called sweet corn.
People eat sweet corn.



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Some farmers raise animals.
The farmers watch over their animals.
They make sure the animals are safe.
The farmers make sure the animals get the food
and water they need.

Some farmers raise cows.
Cows give people milk.
People get meat from cattle too.
Pigs, sheep, and goats live on some farms.
Chickens live on some farms too.
Chickens lay eggs that people eat.
People also eat chickens.



Farmers must get up early in the morning to do their work.

They spend much of their time outside.

They take care of their crops and animals.

If you like being outside and working hard, you might be a good farmer.

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Comprehension

Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. What is the main idea of the passage?

- ☐ Farmers grow crops and raise animals.
 - ☐ Farmers have cows on their farms.
 - ☐ Farmers work outside all of the time.
-

2. What can you learn from this passage?

- ☐ how to grow crops
- ☐ why people like oatmeal
- ☐ what farmers do

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions about key details in a text. **Informational Text 2.** Identify the main topic and retell key details of a text. **Informational Text 7.** Use the illustrations and details in a text to describe its key ideas.



3. How are oats different from corn?

- ☐ Oats are grown on farms.
 - ☐ Oats are made into oatmeal.
 - ☐ Oats are fed to animals.
-

4. Why do farmers spend much of their time outside?

- ☐ They have to take their crops to the store.
- ☐ They do not like being inside the house.
- ☐ They need to care for the crops and animals.

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions about key details in a text. **Informational Text 7.** Use the illustrations and details in a text to describe its key ideas.



5. What animal does a farmer raise for milk?

- ☐ pig
 - ☐ cow
 - ☐ chicken
-

6. Why do crops need rain?

- ☐ to help them grow
- ☐ to keep them clean
- ☐ to cool them down

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer questions about key details in a text. **Informational Text 3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.



Vocabulary

Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. “Some farmers grow crops.” What is the meaning of the word “crops”?

- ☐ cows and sheep
 - ☐ plants we eat
 - ☐ very small farms
-

2. The word “raise” has many meanings. What does “raise” mean in the following sentence?

“Other farmers raise animals.”

- ☐ take care of
- ☐ lift up
- ☐ make larger

COMMON CORE LEARNING STANDARDS

Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.



3. “Soon small plants pop out of the ground.” What do the words “pop out of” mean?

- ☐ fall onto
- ☐ break through
- ☐ make noise in

4. “The farmers watch over their animals.” How could a farmer “watch over” an animal?

- ☐ by planting corn and oats
- ☐ by drinking milk
- ☐ by feeding a cow

COMMON CORE LEARNING STANDARDS

Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.



5. “They spend much of their time outside.” What does this sentence mean?

- ☐ Farmers pay money for animals that can live outside.
- ☐ Farmers are very tired after being outside in the sun.
- ☐ Farmers work outside for many hours each day.

6. “They cook oatmeal and enjoy eating it with milk on top.” What word from the sentence does “it” take the place of?

- ☐ oatmeal
- ☐ milk
- ☐ top

COMMON CORE LEARNING STANDARDS

Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **Language 1.d.** Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.



Name _____

Pretend you are a farmer like the ones in the passage. Tell a friend what you did today on your farm. Use ideas from the passage in your sentences. Use words such as “first,” “next,” and “last.”

[illegible]

Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Think-Pair-Share/Paired Discussion Routine



COMMON CORE CONNECTIONS

RL.1.1; RI.1.1; SL.1.1

Rationale

TEAM TALK

Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **Thinking**—Children have time to think about something they read.
- **Pairing**—Children take turns expressing key ideas with a partner.
- **Sharing**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which helps address the needs of both the quiet child and the over-eager child. Pairing gives children an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share Routine provides children with structured support as they engage in text-reliant conversations. Ask children thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What is the main topic? What parts of the text help you know the main topic?
- How does the character act when he faces a challenge? What words tell you that?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Think-Pair-Share/Paired Discussion Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *On page 10, the text says _____. This tells me that _____.*
- Describe how you use key vocabulary in your response. For example, *On page 4, the author used the word screamed. That word helps me understand that the character was frightened.*
- **COLLABORATE** Teach children how to use appropriate language to respond to the views expressed by others. For example, *I agree with you. I think that _____. or I don't agree with you because I think that _____.*

COLLABORATE Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/Paired Discussion Routine. Give them a minute or two to think; then let them know it's time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they become ready to participate.

Think-Pair-Share/Paired Discussion Routine



THE ROUTINE

- 1** Introduce the Think-Pair-Share/Paired Discussion Routine to children. You might begin by saying, *In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to share their ideas with the class.*
- 2** Pair children randomly with classmates sitting nearby, or in ability-focused pairs.
- 3** For successful conversation between partners, have children sit in close proximity to one another and engage in eye contact with each other. Remind children that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which children may respond to their partners by saying, *I agree with you. I thought something similar when ____.* or *I don't agree with you because I remember reading ____.* or *I think the author is trying to tell readers ____ because the text says ____.*
- 6** After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor children's conversations by listening briefly to each pair. Offer prompts to focus their attention on or encourage them to look at the text to find evidence to support their answers. For example, *Explain your thoughts more. What part of the text helped you to draw that conclusion?* or *Find the words the author used to describe the character.*
- 8** When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly one key point that they would like to share with their classmates. You may ask them to write this key point. Then have volunteers present their pair's key idea to the class. Keep track of the children who act as spokespeople so you can encourage different children to act as spokesperson with each pairing activity.



Going Deeper

The following are additional activities to do with children once they are familiar with the Think-Pair-Share/Paired Reading Routine.

- **COLLABORATE** Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner's ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about ____*, as well as make comparisons, such as *I understand your point about ____, but I think ____*.
- **COLLABORATE** At the end of the conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *I gave our discussion a “thumbs up” because we each had different ideas. Your ideas helped me to think about the text in a new way.*

Tips and Tools

Encourage children to use key vocabulary from the text in their retellings.

COLLABORATE As children rate their conversations, encourage them to focus on specific contributions made by their partners.

Whole Class Discussion Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3; RI.1.1, RI.1.2, RI.1.3; SL.1.1, SL.1.2, SL.1.3, SL.1.6

Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, they are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion Routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some examples of engaging questions:

- What questions do you still have about the text? What prompted you to ask that question?
- What might you tell a friend about the text? Name the most interesting part to share.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for children to add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more!*
- Teach children how to use appropriate language to respond to the views expressed by other children. For example, *I agree with you. I think that ____.* or *I don't agree with you. I think that ____ because the text says ____.*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

Whole Class Discussion Routine



THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to children. Here is an example: *We are going to talk about this book together. Let's focus on _____. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you can add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about _____ for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children time to think before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they share their thoughts.
- 4** As children add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps children develop their contributions more fully. For example, *Tell me more about what you are thinking.*
 - Ask children to point out text evidence that substantiates their responses. For example, *What words in the text help you know that?* This helps children internalize the text and understand that it is important to support what they say with evidence from the text.
 - If children provide an opinion, ask other children to share their opinions in response. For example, *What do you think about that opinion? What is your opinion?* Encourage children to support their opinions with valid reasons.
- 5** As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text.*
- 6** Summarize one or two of the most important points discussed. Reviewing the conversation for children in this way will help strengthen their new or revised understandings about the text.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Whole Class Discussion Routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *That's an interesting point. What made you think that?*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *I have never been to a different country. I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better.*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.

Small Group Discussion Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3; RI.1.1, RI.1.2, RI.1.3; SL.1.1, SL.1.2, SL.1.3

Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify understandings of the text. These discussions allow children to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage children in text-based discussions:

- What words describe what the character is like?
- What part of the text tells you about the steps for growing a bean plant?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for children to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [Find the events that happened first, next, and last in the story.](#)
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [This part of the text tells about what happened after the fire.](#)
- Teach children how to use appropriate language to respond to others' views. For example, [I agree with you. I think that ____.](#) or [I don't agree with you because I think that ____.](#)

Engage children in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as children participate.

Small Group Discussion Routine



THE ROUTINE

- 1** Introduce the Small Group Discussion Routine to children. Here is an example:
You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.
- 2** Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have children sit in a circle so that they can see and hear each other. Remind children to engage in eye contact as they take turns talking.
- 4** Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** follows up with questions after a group member shares a response
 - **Reporter:** reports about the overall group discussion.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to find evidence to support their answers. Tasks may include using the text and a graphic organizer to record their thinking. Suggestions are found in the teaching lessons.
- 6** State any parameters you have set, such as Talk in your groups for the next 10 minutes.
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, I agree with you. I thought something similar when _____. or I don't agree with you because I remember reading _____.
- 8** Stop by each group to monitor children's conversations. If children aren't engaged in rich discussion, offer conversation prompts. For example, Show me the part of the text that supports your opinion. or Tell me about the character. What words does the author use to describe the character?
- 9** As the end of the allotted time nears, remind children of the task. You might say, In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class. Encourage the Reporter to rehearse what he or she will say.



Going Deeper

The following are additional activities that you may choose to do with the children once they are familiar with the Small Group Discussion Routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask during group discussions. For example, *What made you think that?* *What more can you tell us about that event?*
- At the end of a Small Group Discussion, have children decide if their group discussion earned a “thumbs up” or “thumbs down.” Have children name reasons for their rating.

Read Aloud Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.10

Rationale

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier due to the support of the proficient reader. Children are free to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual children who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand children's knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for the main characters that we are introduced to.*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *That diagram helped me better understand the information in the text about ____.*
- Describe how key vocabulary deepens your understanding of the text. For example, *I knew Tony was really happy because the author used the phrase delighted beyond words.*
- As children respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that ____.* or *I don't agree with you because I think that ____.*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day, or as long as 15 minutes to engage in a rich piece of literature.

Read Aloud Routine



THE ROUTINE

- 1** Introduce the Read Aloud Routine to children. Here is an example: *I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *This text is broken into different parts. Each part will tell us about a fruit or vegetable.* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understanding of the text. Engage children in brief conversations by asking questions, such as *What do we know about the main character now?* You may also model your own thinking aloud. For example, *I learned something new. I did not know that grasshoppers had five eyes.*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *In what part of the book did we learn about pumpkin plants?* or *How did Alex react when his grandma surprised him?* Ask questions to confirm understanding, such as *What happened in this part?* You could also model how to clarify understanding. For example, *I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction.*



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections to other texts. For example, *In what ways does the main character remind you of a character in another book?*
- At the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

Tips and Tools

Higher-level thinking questions and open-ended questions do not ask for one particular or specific answer. Instead, they require children to think about the text before responding. Children's answers should be in-depth, and children should be able to refer to the text for evidence to support their responses.

Here are some sample higher-level thinking question ideas and stems:

- Predict what would happen to this character if _____.
- Determine why the author chose this setting.
- How are _____ and _____ alike? How are they different?
- How can you categorize these words?
- How could you better organize the information in this text?
- Summarize the main ideas and key details in this text.

Shared Reading/Read Together Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.10; SL.1.1, SL.1.2, SL.1.3

Rationale

The Shared Reading/Read Together Routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading/Read Together opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading/Read Together Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges.

As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

Tips and Tools

TERMS TO KNOW

gradual release model The gradual release model is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the child.

text challenge A text challenge is anything about a text that may be difficult for children, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Shared Reading/Read Together Routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *As we read together, look for words that tell about the how the main character feels.*
- Remind children that because you are reading the text together, they are to be active readers along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *I have to think carefully about the order in which the story events happen so I can better understand the story.*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- **COLLABORATE** As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading/Read Together opportunities during all subject matter lessons to give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading/Read Together opportunities are rich and supportive and can build children's oral vocabularies as well.

Tips and Tools

Monitor Progress Keep a list of children's names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant children to show their active reader participation.

TERMS TO KNOW

active readers *Active readers* participate by following along or reading silently while the teacher reads, or taking turns reading portions of the text aloud.

Shared Reading/Read Together Routine



THE ROUTINE

- 1** Introduce the Shared Reading/Read Together Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During the Shared Reading/Read Together, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works. For example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4** Stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What is something new that you learned?* or *Where does this story take place?* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5** After completing the Shared Reading/Read Together, discuss the text's overall meaning or main idea. Then ask open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Shared Reading/Read Together Routine.

- **COLLABORATE** As you return to familiar literary text, invite children to role-play the characters. When you return to a familiar informational text, have volunteers read aloud captions for photos.
- Always encourage children to read along with you as they feel comfortable.
- **COLLABORATE** After reading, have pairs discuss their “Aha!” moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.10; RF.1.4

Rationale

Independent Reading is reading children do on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. For beginning readers, Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of your daily classroom activities is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts, both literary and informational, and assess that children understand what they read on their own.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *As you read your informational texts, pay attention to the text features, such as headings. How are they helpful?*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *What word did you come across that you didn't know? What did you do? I would read on to see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?*
- **COLLABORATE** As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

Independent Reading Routine



THE ROUTINE

- 1** Introduce the Independent Reading Routine to children. For example, *Now you get to read a book of your choice. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2** Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3** Provide children with a focus for the day’s Independent Reading. For example, you might have children read a narrative and focus on details that describe the story’s setting.
- 4** Check in with individual children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5** As you check in with children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *What is the main idea of the text?* or *How did you figure out the meaning of this word?*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Have children reflect on their reading by drawing a picture of the main topic or writing a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Independent Reading Routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- **COLLABORATE** Have children work with partners to describe what they have read or to tell others why they should read that book.

Text Club Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10; RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.K.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10; SL.1.1, SL.1.2, SL.1.3, SL.1.6

Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn personal responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs:

- Consider the reading abilities of children. For children who are still unable to read independently, choose texts they can listen to on audio recordings while they follow along. You could also invite volunteers or older students to read the Text Club books to children before their Text Club meetings.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards that define each role's responsibilities.
- Preview titles by providing an interesting question about the text or reading a few pages aloud.
- As children first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess children's progress during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performances through checklists and conferences with you.

Text Club Routine



THE ROUTINE

- 1** Introduce children to Text Clubs. Here is an example: *For Text Club, you will each read the text on your own. Then, your Text Club will share your thoughts with each other. For example, you might talk about a character or an interesting fact that you learned. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** finds new, interesting, or challenging vocabulary words
 - **Connector:** looks for connections between the Text Club text and other texts
 - **Summarizer:** shares a short summary of the book being discussed
 - **Art Director:** creates a drawing or diagram connected to the reading
- 3** Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time. For example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5** Children meet to discuss the text. They might meet only one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *What was the most interesting fact you learned?* or *Which character reminded you of another character?*
- 6** After Text Club discussions, have groups share the texts with the entire class.
- 7** Debrief with each Text Club to assess children's comprehension and group interactions. Ask children to rate their discussions with a "thumbs up" or "thumbs down" and explain their reasons.



Going Deeper

You may choose to do these activities once children are familiar with the Text Club Routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as *I shared _____; I learned _____; I like/dislike the book because _____.*

Benchmark Vocabulary Routine: Informational



COMMON CORE CONNECTIONS

RI.1.4; L.1.4, L.1.5, L.1.6

Rationale

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter unfamiliar vocabulary in their reading. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when they encounter new words in complex texts.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms and they represent new and complex concepts. Children are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to deeper understanding and correct usage of those terms in oral language.



- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

root word A *root word* is a word that can't be broken into smaller words. For example, *port*, meaning *carry*, is the root word of *report*, *portable*, and *transport*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Informational

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences and internalize the word.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their speaking and writing. In addition, the more children know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



Tips and Tools

Word Maps

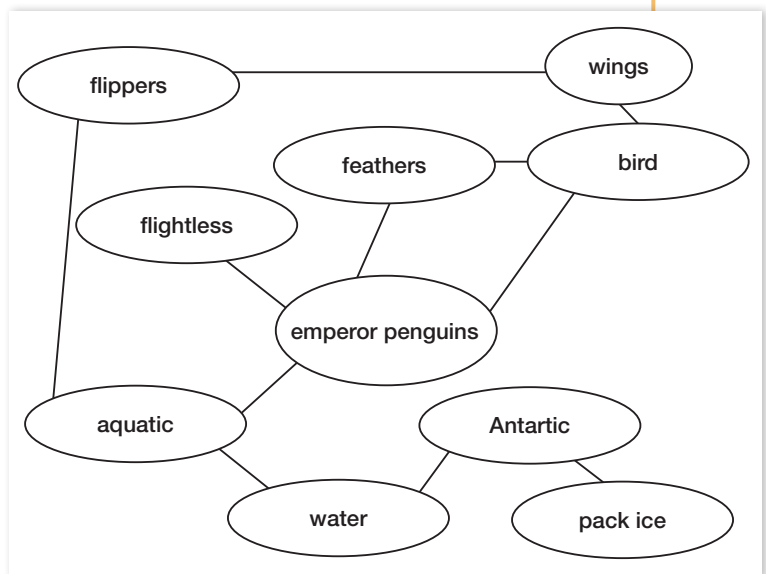
Semantic mapping is a word mapping strategy to engage students in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

TERMS TO KNOW

context clues *Context clues* are the words and sentences found around an unknown word that help readers understand the word’s meaning. Help children find examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

text features *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational, while other text features supplement content or present new information. Help children become familiar with text features such as a table of contents, headings, labels, captions, charts, diagrams, sidebars, a glossary, and an index.



Benchmark Vocabulary Routine: Informational



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud, and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, *“Leaves sprout on the trees”* is found in the text. You might share this sentence: *Young plants sprout from the ground.*
- 3** If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text states, *“Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.”* The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4** If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look the word up in a children’s dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5** Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts.
- 6** Encourage children to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you are better able to assess children’s understanding.
- 7** As children develop their conceptual vocabularies, point out opportunities for them to use new terms when writing in response to informational text.



Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words such as *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to that category, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it. An outline of a camel might have the words *desert*, *hot*, *sand*, and *hump* around it.

Tips and Tools

Children are often challenged by the vocabulary of informational texts because the words are unfamiliar and represent complex concepts. By creating word maps, children have access to a visual network of words, which leads them to see how ideas are connected. Teaching words as a network of ideas, teaching word parts, teaching examples and non-examples related to a new word, and helping children connect new vocabulary and their prior knowledge are strategies that foster understanding of how words work and prepare children to unlock meaning as they read increasingly complex texts.

Benchmark Vocabulary Routine: Literary



COMMON CORE CONNECTIONS

RL.1.4; L.1.4, L.1.5, L.1.6

Rationale

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Children need to recognize not only the features and functions of words, but they also need to begin making connections among words. This generative approach to vocabulary instruction will enable them to unlock the meanings of unknown words as they are presented with increasingly complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. However, these words are often new labels for known concepts. For example, in Eric Carle's *A House for Hermit Crab*, Carle writes, "He had felt safe and snug in his shell. But now it was too snug." The word *snug* is not likely a word first-grade children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words.



Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Fan*, *bat*, and *line* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *actor*, and *react*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Pronounce the word and have children repeat it. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. If necessary, rephrase the meaning in language that is easier for children to understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



Tips and Tools

Context Clues

Point out to children that by reading on, the meaning of an unfamiliar word might be revealed to them. Robert McCloskey uses this technique to define *molt* in *Make Way for Ducklings*. “And only just in time, for now they were beginning to molt. All of their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.”

Benchmark Vocabulary Routine: Literary



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a children's dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3** Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example, *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight."* The use of *snug* in the first sentence fits the first definition: *"He had felt safe and snug in his shell."* The use of *snug* in the second sentence (*"But now it was too snug."*) fits the second definition. Now the word *snug* means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.
- 4** Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5** Help children list synonyms for the word. Then compare and contrast the word with those synonyms. *How is tight different from snug? How is comfortable different from snug?*
- 6** Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.
- 7** As their word knowledge expands, guide children to carefully consider word choice and nuances in word meaning as they incorporate new vocabulary when writing in response to literary text.



Going Deeper

You may choose to do these additional activities with children once they are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Create word webs and post them around the room for children to reference when they write. Add synonyms of the word, such as comfortable and tight for snug, or add morphological family members of the word, such as fright and frighten for frightening.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Benchmark Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

TERMS TO KNOW

synonym A *synonym* is a word that has almost the same meaning as another word.

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family rather than a word in isolation prepares children to make connections between words and determine word meaning.

Reading Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.1.1, RL.1.2; RI.1.1, RI.1.2; SL.1.1

Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Children come together as a community of readers to summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in the day's lesson. Children share their own insights about the text and are encouraged to add to what their classmates have said. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions with which you prompt children. Provide opportunities for children to share their opinions and ideas or to ask questions.



Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, *Today we learned how to use an index. An index helps readers find information in a book. Let's talk about when a reader might want to use an index.*
- Teach children how to use language to respond to others' views. For example, *That was the part I thought was most interesting, too. Why did you find it so interesting?* or *I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?*

Reading Wrap-Up Routine



THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read an informational text. An informational text tells about things that are real and true. This text is about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.*
- 3** Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *What is one thing you remember from what we read today? Which part of the text did you like best? Why did you like it?* or *Who do you know who is like this character? How are they alike?*
- 4** Encourage children to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5** You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we'll be finishing our story maps and drawing pictures of our favorite part of the text.*



Going Deeper

These additional activities may be done with children once they are familiar with the Reading Wrap-Up Routine.

- Before children share their observations in the Reading Wrap-Up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus and remember what they want to say before speaking in front of the group.
- **COLLABORATE** Have each child write one big idea from the lesson's reading. Have each child share that big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?*

Writing Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.1.1; RI.1.1; W.1.5; SL.1.1

Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Children come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the child sharing?



Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up Routine.

- **COLLABORATE** Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus.*

Writing Wrap-Up Routine



THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today we talked about choosing a topic for writing. You drew pictures of three things you might write about.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *What part of your classmate's writing was most interesting to you? Why?*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Preview how today's lesson will carry over to the next writing lesson. For example, *Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.*



Going Deeper

These additional activities may be done with children once they are familiar with the Writing Wrap-Up Routine.

- **COLLABORATE** Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up, and send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about the topic of the science lesson.*

Graphic Organizers

Cause and Effect

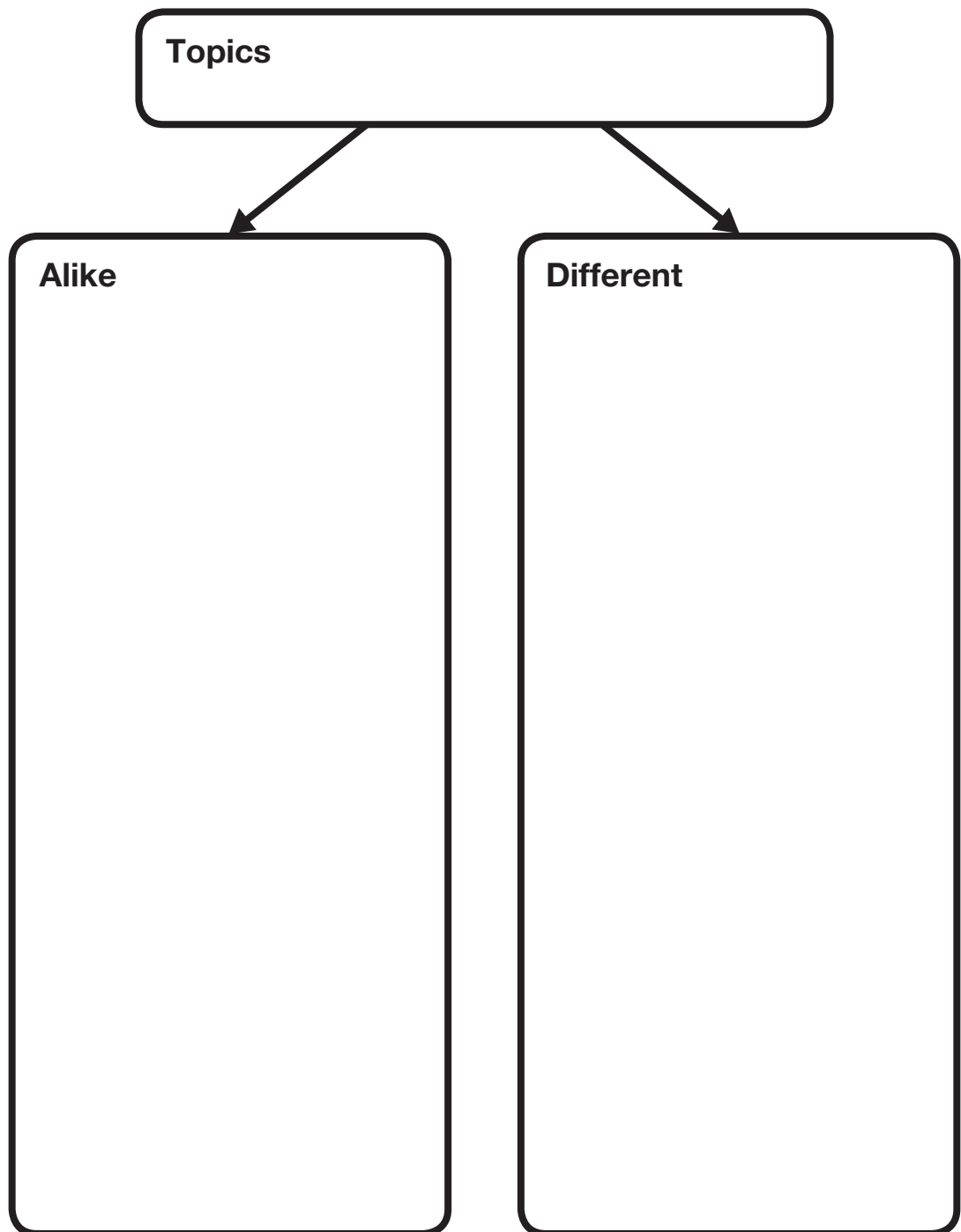
Causes

Effects

<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>

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Compare and Contrast



Graphic Organizers

Four-Column Chart

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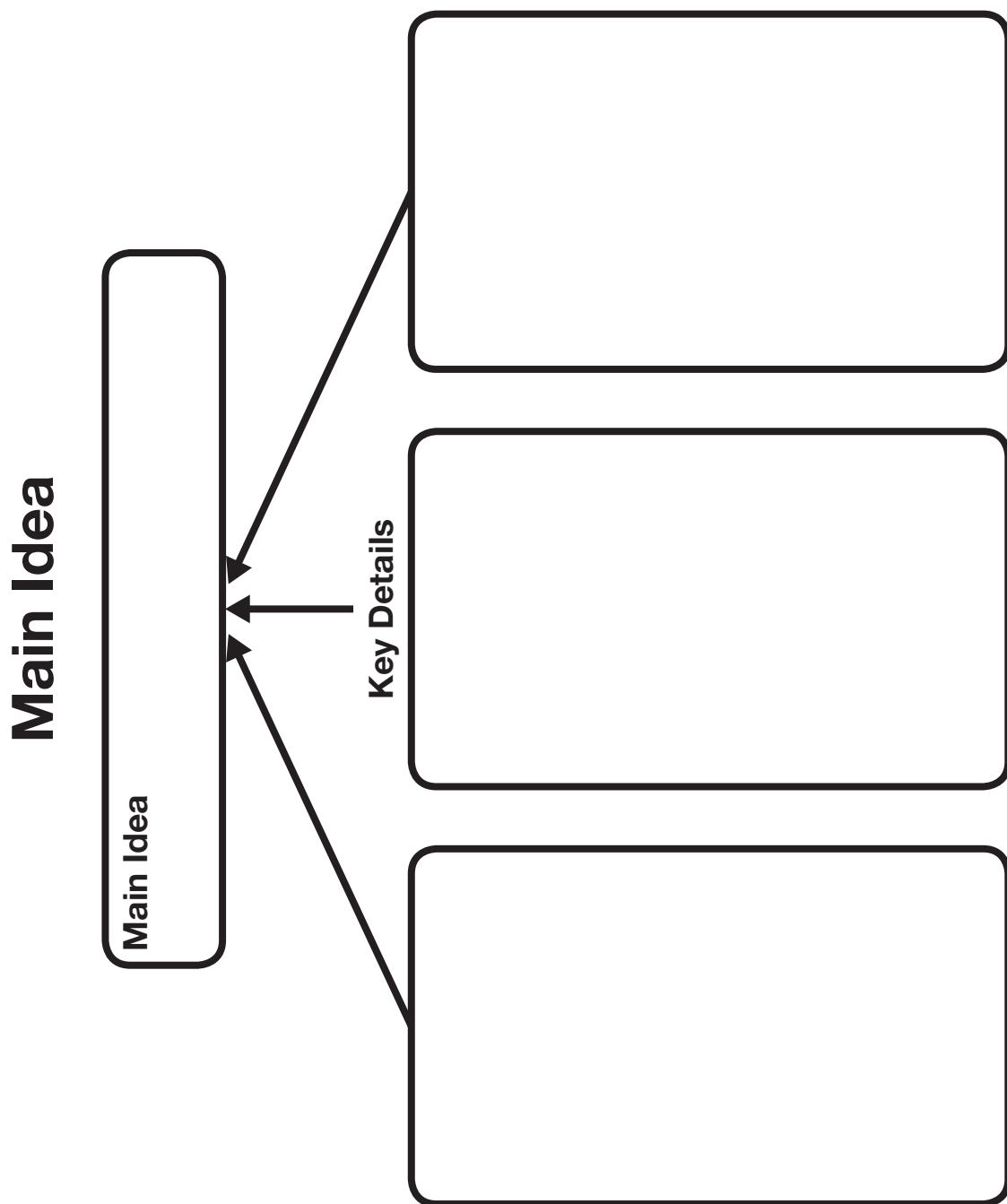
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K-W-L Chart

Topic _____

What We K now	
What We W ant to Know	
What We L earned	

Graphic Organizers



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Story Sequence A

Title _____

Beginning



Middle



End



Graphic Organizers

Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

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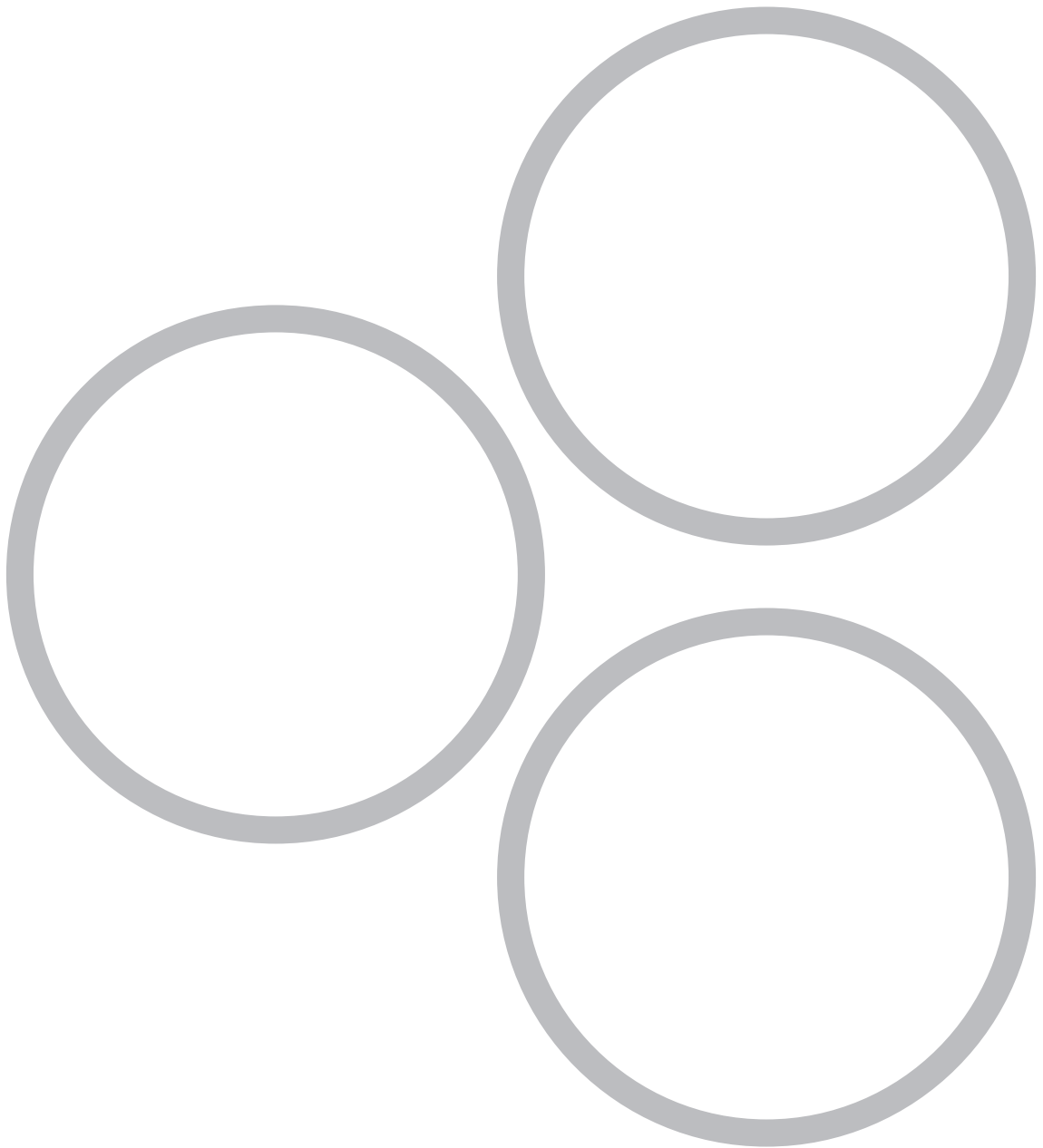
T-Chart

Graphic Organizers

Three-Column Chart

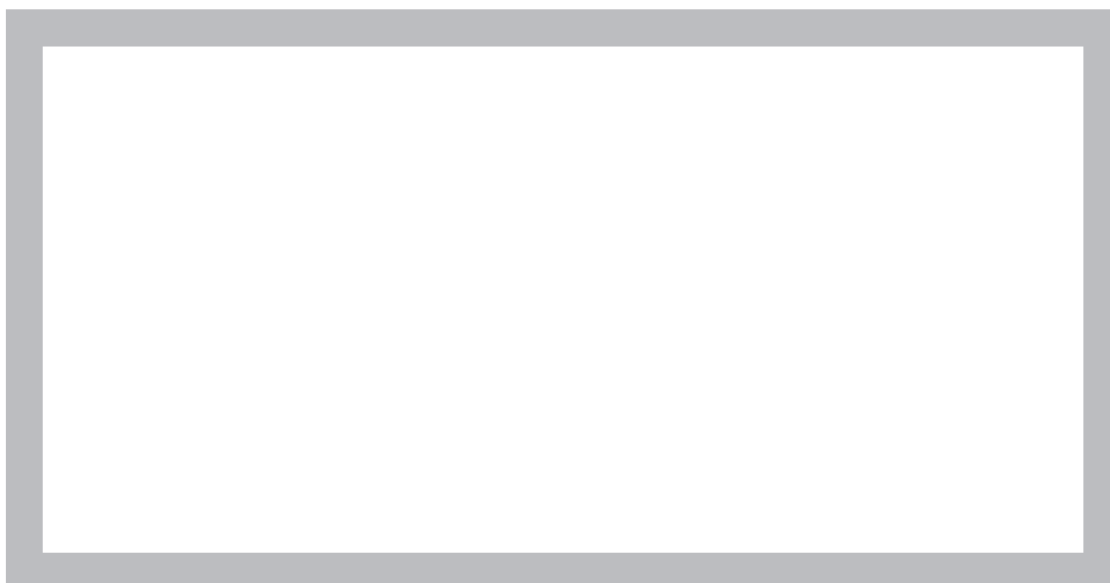
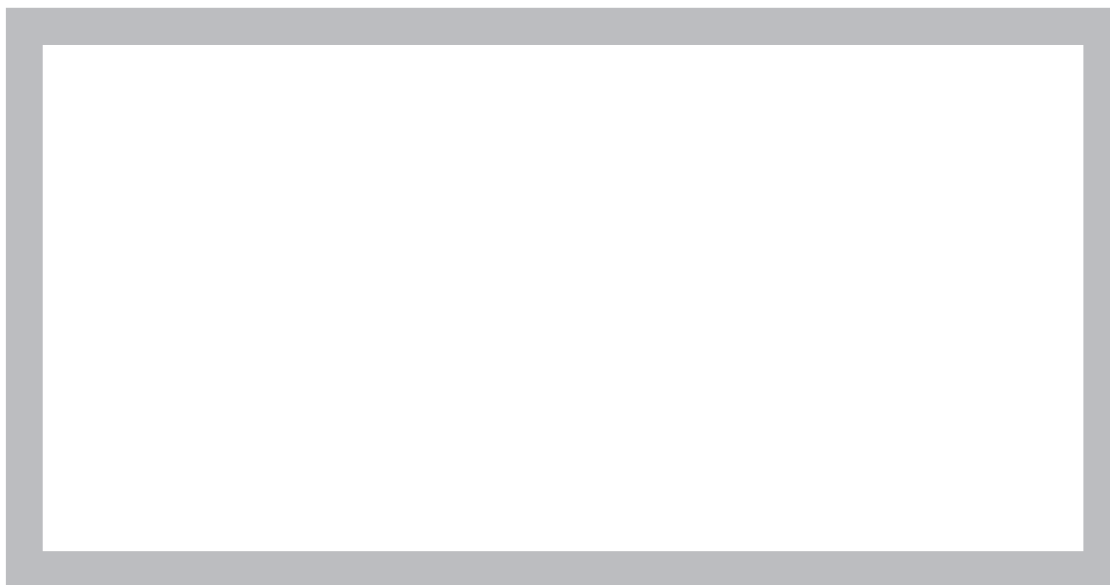
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Three Sorting Circles



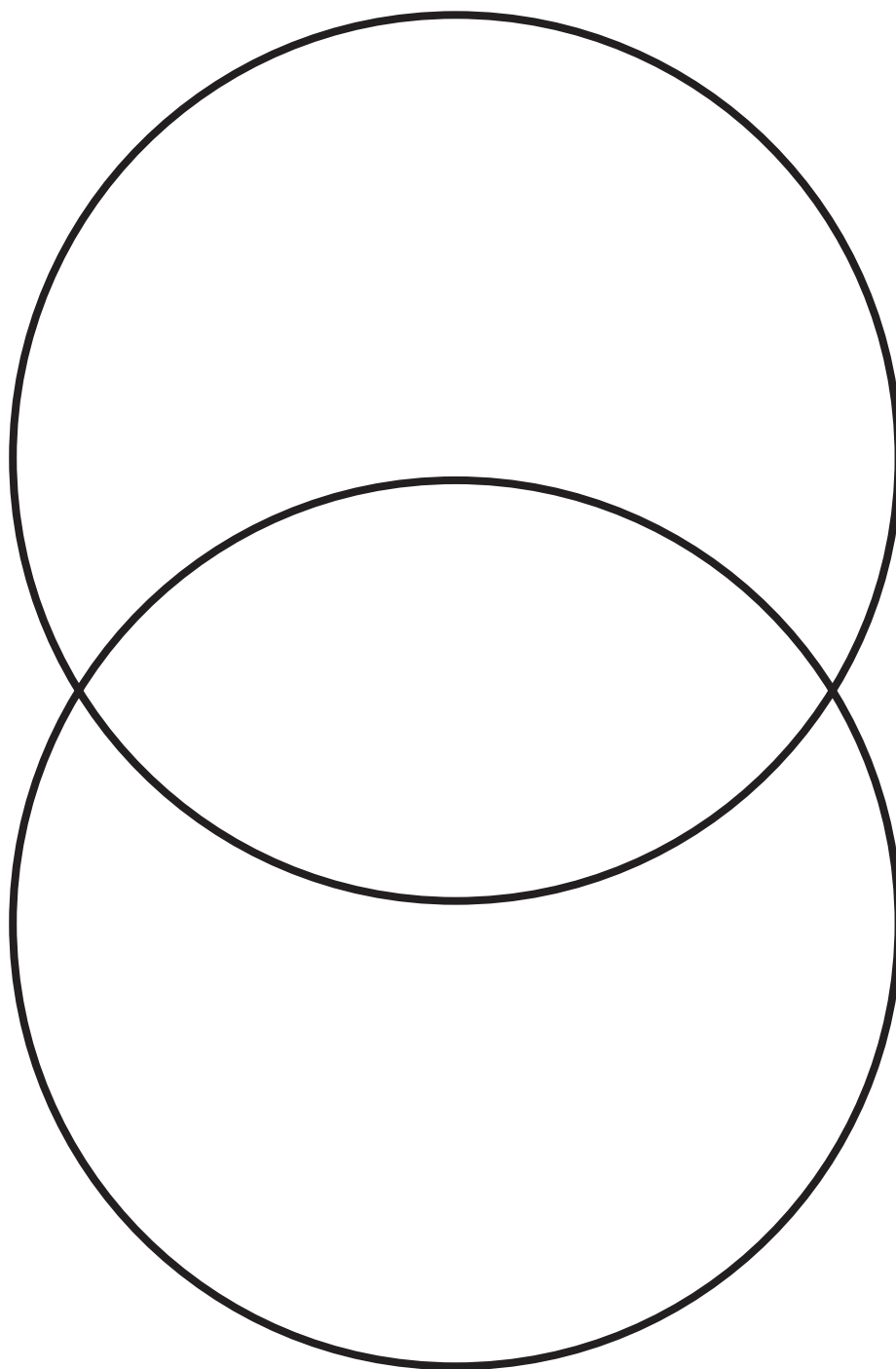
Graphic Organizers

Two Sorting Boxes



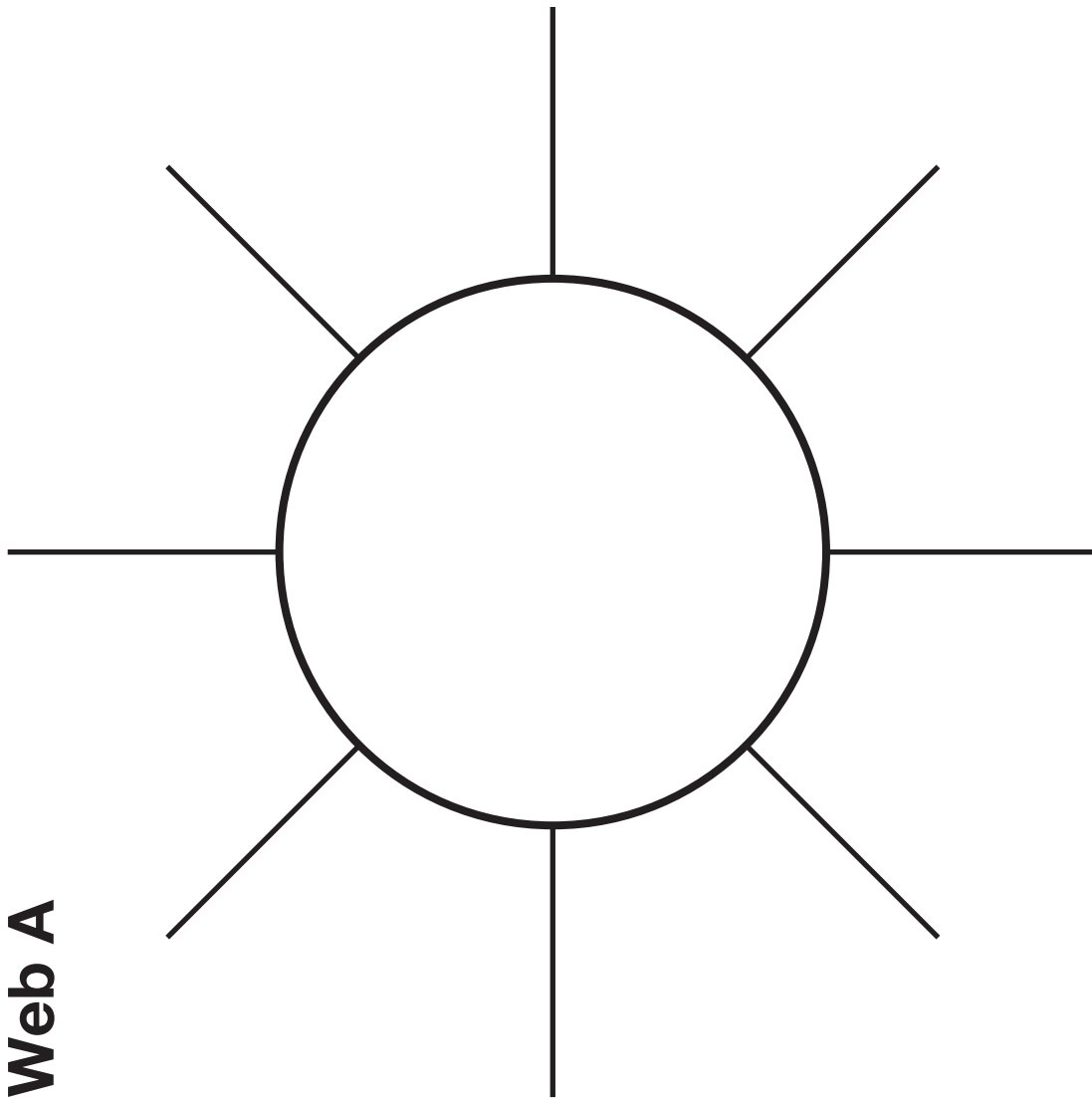
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Venn Diagram



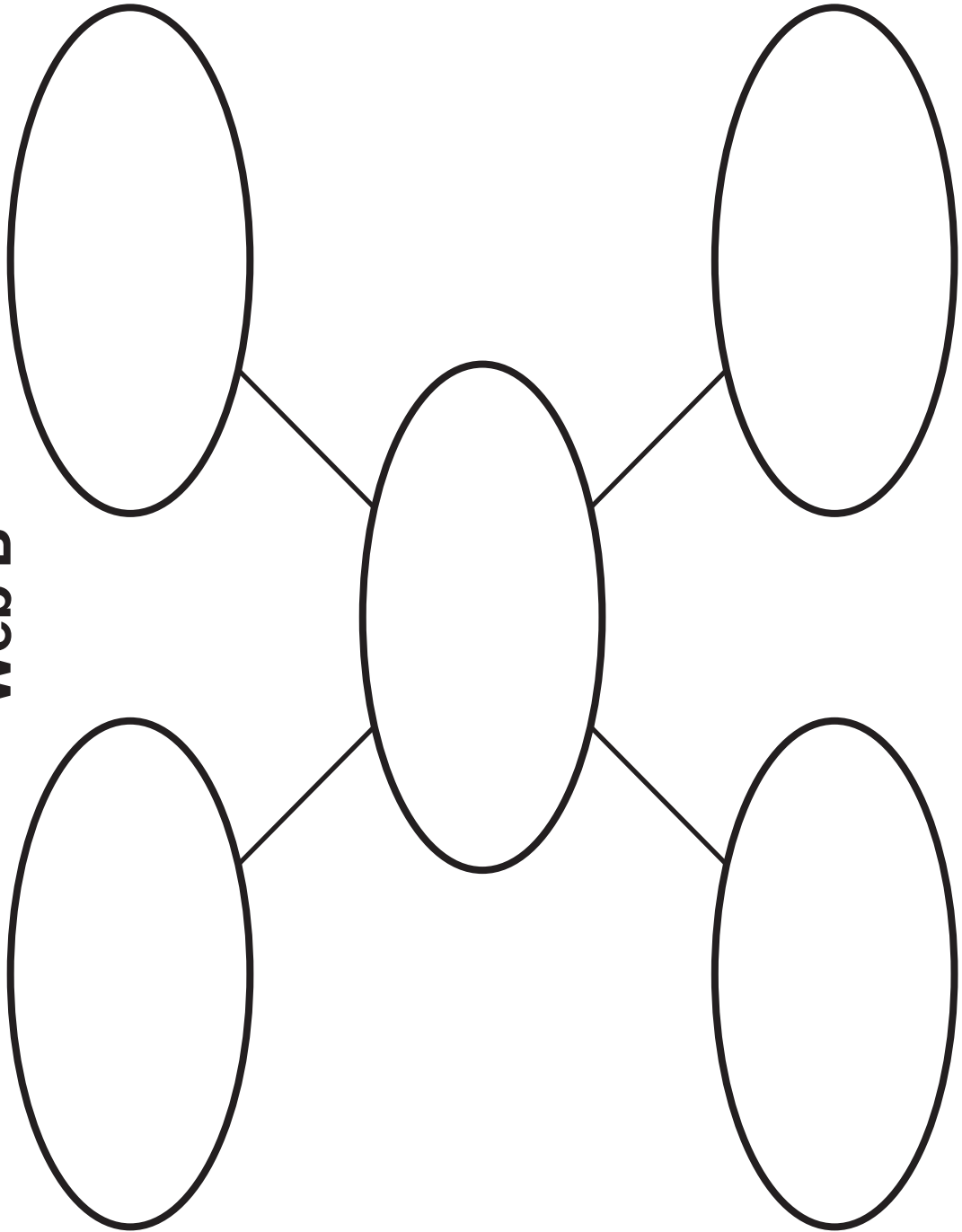
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Web A



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Web B



Graphic Organizers

Word Rating Chart

Word	Know	Have Seen	Don't Know

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Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Miss Rumphius*.

QUANTITATIVE MEASURES

LEXILE	680L
AVERAGE SENTENCE LENGTH	11.87
WORD FREQUENCY	3.79
PAGE COUNT	32

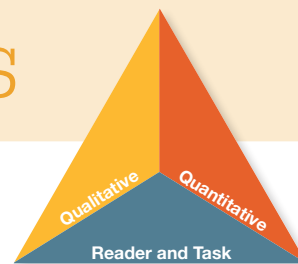
QUALITATIVE MEASURES

LEVELS OF MEANING	challenging concept about appreciating beauty and finding it within before creating something beautiful for others; complex theme about achieving life goals
STRUCTURE	complex narrative structure uses extended flashback to convey events moving from past to present
LANGUAGE CONVENTIONALITY AND CLARITY	additional support needed for some inaccessible vocabulary (<i>tropical isle, flung, headlands, hollows, Land of the Lotus-Eaters</i>); compound and complex sentences
THEME AND KNOWLEDGE DEMANDS	understanding and appreciation of the concept of beauty and of the natural world as art; some background knowledge of world geography helpful

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to name items or places they find beautiful or that make them happy; invite them to share reasons for their enjoyment.	Invite children to list several ways they might make their classroom or school environment more beautiful. Have them choose one, and help them make a plan to implement the change.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***The Family Tree***.

QUANTITATIVE MEASURES

LEXILE	AD480L
AVERAGE SENTENCE LENGTH	8.50
WORD FREQUENCY	3.57
WORD COUNT	272

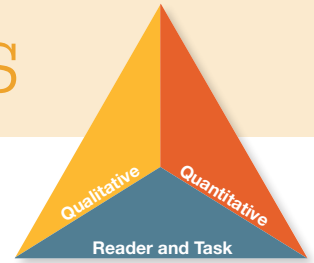
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept about saving a tree and protecting the environment; more complex themes about establishing and preserving roots for future generations and about the tree as a symbol of protection and strength
STRUCTURE	chronological story structure
LANGUAGE CONVENTIONALITY AND CLARITY	challenging vocabulary generally aided by artwork; some terms (<i>generations</i>) require additional support
THEME AND KNOWLEDGE DEMANDS	understanding of the tension between commercial and environmental interests; some knowledge of ways to protect the environment helpful

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Invite children to discuss items belonging to their families that have been passed down from generation to generation. Allow them to talk about what the items mean and why.	Challenge children to think about how building or creating new things can sometimes interfere with preserving the environment and protecting our “roots.” Work with the class to write a letter to key individuals in the community asking them to protect the environment through a specific action.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *The Life Cycle of an Apple Tree*.

QUANTITATIVE MEASURES

LEXILE	340L
AVERAGE SENTENCE LENGTH	9.95
WORD FREQUENCY	3.28
WORD COUNT	219

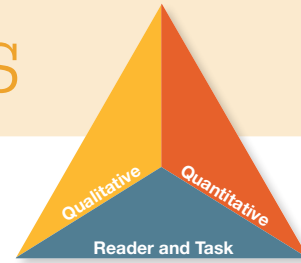
QUALITATIVE MEASURES

LEVELS OF MEANING	literal meaning; accessible concept; explicit facts about how apple trees grow from seeds within apples
STRUCTURE	descriptive, informational text
LANGUAGE CONVENTIONALITY AND CLARITY	photographs support accessible vocabulary in the text
THEME AND KNOWLEDGE DEMANDS	understanding that plants have a life cycle over seasons and over years that includes growing, reproducing, and dying

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss with children what a life cycle is. Invite them to share experiences they may have had with watching something grow.	Provide for children a number of seeds from different fruits (apple, pear, pomegranate, etc.). Work with children to research the life cycle of these seeds, and help them create a chart to record information about each type.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***How a Seed Grows***.

QUANTITATIVE MEASURES

LEXILE	AD400L
AVERAGE SENTENCE LENGTH	7.84
WORD FREQUENCY	3.57
PAGE COUNT	32

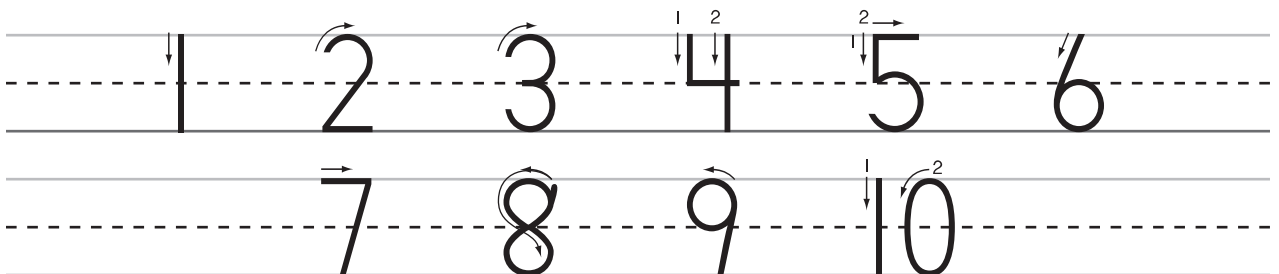
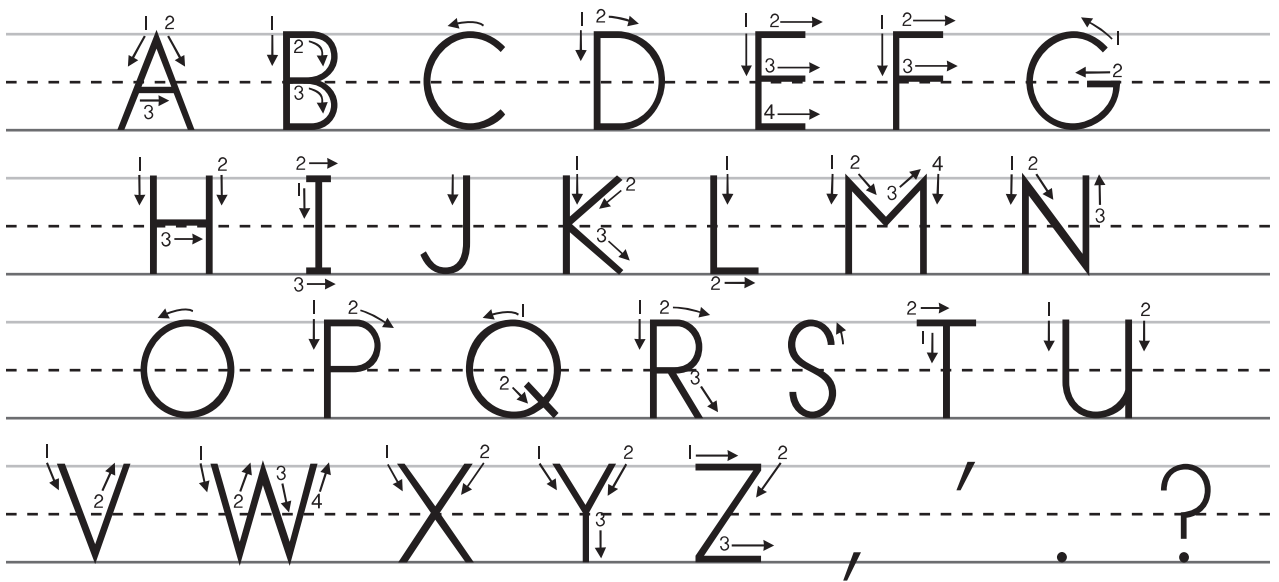
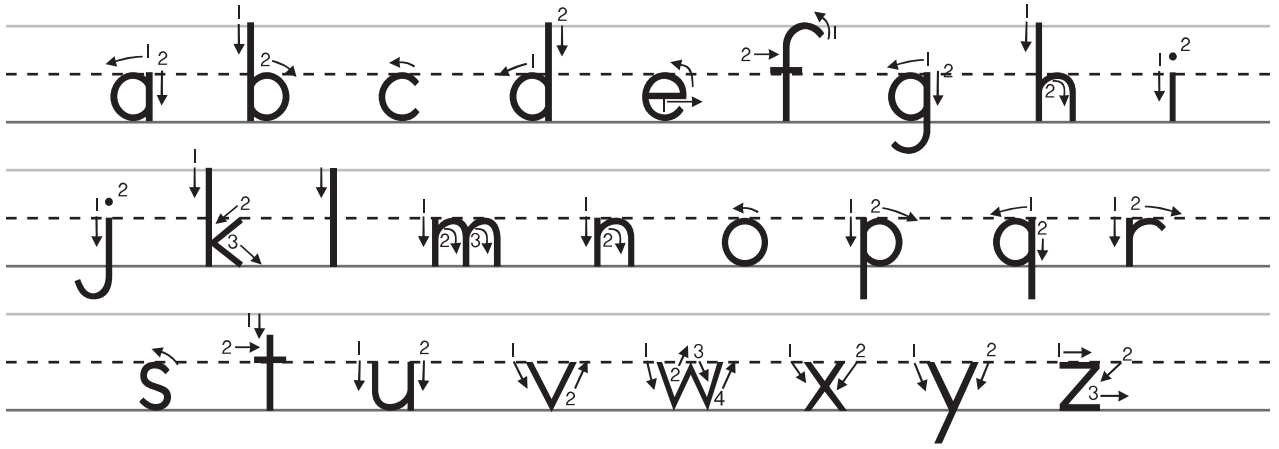
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible text with literal meaning about how seeds grow into plants
STRUCTURE	steps-in-a-process experiment supports informational text about the growing cycle as seeds become plants
LANGUAGE CONVENTIONALITY AND CLARITY	essential, content-specific vocabulary defined in context and through illustrations
THEME AND KNOWLEDGE DEMANDS	understanding that plant cycles are maintained when seeds grow into new plants like those from which they came

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Invite volunteers to name plants they know of that contain seeds. Encourage children to describe what various seeds look like, as you support the discussion by showing children pictures of a number of different seed types.	Have small groups each choose one type of seed and grow a dozen of that seed type in eggshells. Work with children to examine seed growth at different stages of development, and invite them to discuss similarities and differences among seed types. Challenge children to explain the entire cycle of one type of seed.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Leveled Text: Informational

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Informational Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with children the characteristics of informational text (It contains facts about a topic; its purpose is to inform readers; it may contain photographs and other text features to help readers understand the topic). **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the selection and key words in the text. Call their attention to important text features, such as headings, photographs, and captions. Flip through the pages together, and have children describe what they see in the text and text features. **Ask:** *What topic do you think you will learn about in this informational text?*

EXPLORE VOCABULARY Based on the topic children determine from previewing the book, build background around concept vocabulary. **Say:** *Based on the title and pictures, here are some words we'll want to talk about before we read.* For example, if the book is about making choices about money, you may want to explore words like *goods*, *services*, *consumer*, or *income*.

Leveled Text: Informational

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model the active-reading process as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON CONCEPTS OF PRINT Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do?* (write the words) *What does the illustrator do?* (draw the pictures) Remind children that you will read from top to bottom and from left to right.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

FOCUS ON INFORMATIONAL TEXT Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- find the main topic and retell key details
- describe connections between pieces of information

How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- locate key facts using text features (headings, menus, icons, etc.)
- distinguish between information in pictures and in text

What does the text mean? (Integration of Knowledge and Ideas)

- identify key ideas using both illustrations and text
- identify reasons an author gives to support points
- identify similarities and differences between two texts

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging?
- Which aspect of this leveled reader must children understand to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as children interact with other types of informational text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to help children identify the main topic of an informational text, explain that finding the **main topic** means looking at all the sentences in a paragraph or a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what the text is about, why an author is writing, and why the information is important. Is the author writing to inform, explain, or persuade? For example, help children understand that the **main topic** of a text helps point them to the most important ideas the author wants to inform readers about.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model finding the **main topic**, pause occasionally after sentences or paragraphs and **say:** *These sentences are mostly about _____. I'll read on to see if _____ is the main topic of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main topic of an informational text, direct children's attention to a text previously read in the unit. Reread the title and a few pages of the book with children. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask children to restate the main topic of the book in their own words.

Leveled Text: Informational

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word-study strategy you modeled to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask a question and use the text to answer it.
- identify a key detail they think supports the main idea.
- use context or picture clues to figure out an unfamiliar word.
- identify a text feature and explain how it helps readers understand the text.
- identify a reason the author gives to support a point.

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit topic. Have children focus on the following questions:

- How are the ideas (illustrations, description, etc.) like other books I have read in this unit?
- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?
- What is the most interesting part of this book? Why?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting.

- This book is like the other texts in this unit because _____.
- The ideas in this text are similar to/different from the ideas in _____ because _____.
- One new thing I learned about the topic from this book is _____.
- The most interesting part of this book is _____ because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

Draw a picture of something important or interesting in this book and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Find two things that are alike from this book and another book. Then draw and label them.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Literary Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with children the characteristics of literary text (It tells a story, or a narrative; it often has illustrations that show characters, settings, or events). **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the leveled reader. Call children's attention to key words in the story. Flip through the pages together, and have them point to and describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

EXPLORE VOCABULARY Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that are important to comprehension or that will ultimately help students uncover the theme or message in the text.

During Reading

Access Text

The activities in this section are designed to guide you as you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON CONCEPTS OF PRINT Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do?* (write the words) *What does the illustrator do?* (draw the pictures) Remind children that you will read from top to bottom and from left to right.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study strategy. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to use the strategy to decode a specific word in the leveled reader.

FOCUS ON LITERARY TEXT Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions about key details in the text
- retell narratives, and demonstrate understanding of the central message
- describe characters, settings, and major events, using the text

How does the text say it? (Craft and Structure)

- identify words and phrases that suggest feelings or appeal to senses
- explain differences between books that tell stories and those that give information
- identify who is telling the story at various points in the text

What does the text mean? (Integration of Knowledge and Ideas)

- use illustrations and details to describe characters, setting, or events
- compare and contrast experiences of characters in a story

Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about narratives must be reinforced as children interact with other types of literary text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, **ask:** *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct children's attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask children to describe the main character and story problem in their own words.

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask and answer questions about key details in the text.
- retell narratives, and demonstrate understanding of the central message.
- describe characters, settings, and major events, using the text.
- identify words and phrases that suggest feelings or appeal to senses.
- identify who is telling the story at various points in the text.
- use illustrations and details to describe characters, setting, or events.
- compare and contrast experiences of characters in a story.

Leveled Text: Literary

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting.

- This story is like the other texts in this unit because _____.
- The message in this story is similar to/different from the message in _____ because _____.
- One new thing I learned about [state unit theme] from this book is _____.
- My favorite part of the book is _____. I like it because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

Draw a picture of something you liked in this book, and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Find two things that are alike from this book and another book. Then draw and label them.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

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